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ABSTRACT

This task force report delineates problems, objectives, and recommendations associated with a comprehensive plan to educate hearing imparied students in Florida. It notes appointment of task force members by the Commissioner of Education to comply with the legislative mandate requiring all handicapped children to be provided with special education programs by 1973. It lists task force members and definitions such as auditory training and total communication. Each area examined is organized according to assessment, problems, objectives, and recommendations. The report covers the following areas: public information aspects concerning prevention of hearing impairment, the reporting of hearing impaired children and dissemination of information; screening and identification; programs for infant/parent counseling and preschool children, school age children, mentally retarded children, hearing impaired children, and postsecondary education (college, university, vocational education, and continuing education); certification and accreditation of teachers; inservice and preservice preparation; and organization involving three alternative placement and admission programs (a multiple choice model, mandatory placement model, and a regional-five-phase model) and administration. Appendixes give demographic data, sample simulations from a simulation and decision making model, statutory references, maps, lists of intelligence tests, and audiological standards provided by the Florida Speech and Hearing Association. (HC)

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REPORT OF THE COMMISSIONER OF EDUCATION'S TECHNICAL TASK FORCE ON THE EDUCATION OF THE HEARING IMPAIRED

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JUNE 1973

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STATE OF FLORIDA
Department of Education
TALLAHASSEE, FLORIDA 32304
FLOYD T. CHRISTIAN • COMMISSIONER

INTRODUCTION

Florida has provided education for the hearing impaired since the founding of the public residential school for the deaf and the blind in 1885. The first day class was established in Dade County in 1947. In 1968, the Florida legislature approved statutes mandating that all handicapped children in the public schools of Florida receive appropriate special education programs by 1973. Educators expressed grave concern that in order to meet this mandate, there would develop a proliferation of programs for the education of the hearing impaired; and, that these programs would not offer quality education.

The increasing number of hearing impaired children during the past decade created near capacity enrollment at the residential school as well as an increase in the number of district programs. Parents have become more knowledgeable about the nature and needs of their hearing impaired children and have voiced their opinions regarding the quality of educational programs, methods of communication, the credentials of teachers and residential vs. home living arrangements. Therefore, it became apparent that Florida children might be the unfortunate victims of the heterogeneity of programs for the education of the hearing impaired.

In January, 1973, the Commissioner of Education appointed a technical task force composed of professionals, parents of hearing impaired children and a staff member from the Division of State Planning. The committee was asked to review the status of Education for the hearing impaired in Florida, delineate the problems, formulate objectives and suggest recommendations for a comprehensive plan that would provide for

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the differential needs of hearing impaired children and youth.

This document is the result of the efforts of the task force to meet its charge within a limited amount of time. The task force wishes to emphasize that Sections I through V are criteria for a quality program and therefore are basic to Section VI, and that the implementation of a plan is the most important factor.

COMMISSIONER OF EDUCATION'S TECHNICAL TASK FORCE ON THE EDUCATION

OF THE HEARING IMPAIRED

JANUARY - JUNE, 1973

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DEFINITIONS

1. AUDIOLOGIST - A specialist in the science of hearing who administers audiometric tests and contributes to the rehabilitative needs of individuals.

2. AUDIOLOGY - A specialized field which embraces the sciences relating to the study of individuals in terms of normal and abnormal functioning of hearing.

3. AUDITORY TRAINING - Teaching hearing impaired individuals to make optimum use of residual hearing.

4. HEARING IMPAIRED: DEAF AND HARD-OF-HEARING

   DEAF - Those in whom the sense of hearing is nonfunctional for the ordinary purposes of life.

   Congenitally Deaf - Those who were born deaf.

   Adventitiously Deaf - Those who were born with normal hearing, but acquired a severe or profound hearing impairment.

   HARD-OF-HEARING - Those in whom the sense of hearing, although defective, is functional with or without amplification.

5. AURAL/ORAL METHOD - The use of speech, speechreading, audition and reading as sensory approaches in educating hearing impaired children.

6. ROCHESTER METHOD - The simultaneous use of speech, fingerspelling, speechreading and audition as sensory approaches in educating hearing impaired children.

7. TOTAL COMMUNICATION - The simultaneous use of speech, signs, fingerspelling, speechreading and audition as sensory approaches in educating hearing impaired children.

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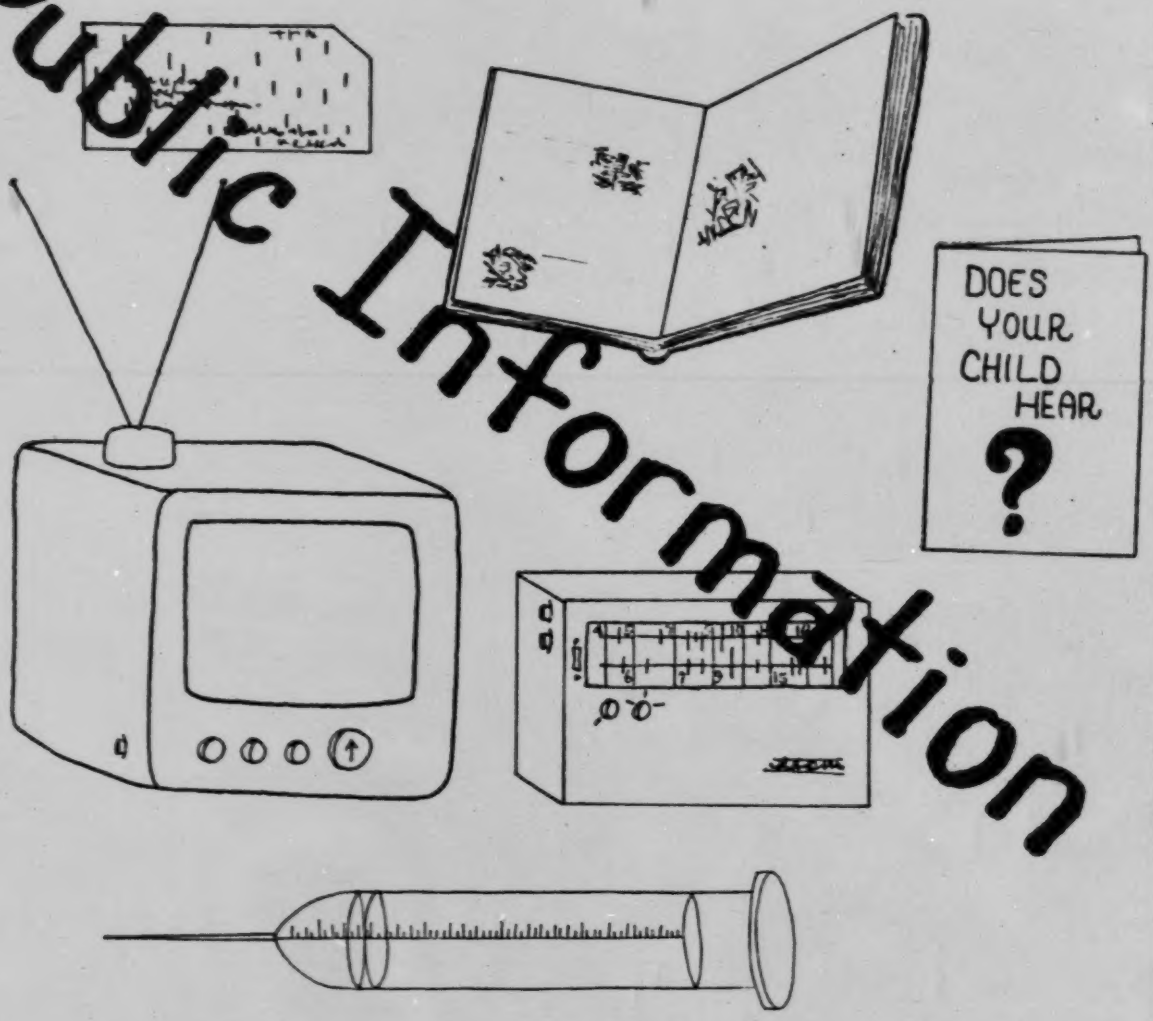

Prevention of Hearing Impairment

Reporting of Hearing Impaired Children

Dissemination of Information

SECTION I

PREVENTION OF HEARING IMPAIRMENT

ASSESSMENT:

Prevention of hearing impairment has three basic components: (1) health care, (2) education, and (3) environmental factors. The prevention activities appear to be moving forward on all three fronts and, although the detail of services is not clear, the coordination of existing activities should result in an adequate state supported and/or encouraged program.

The Division of Health, Department of Health and Rehabilitative Services, has a major role in providing health care to both mothers and children. The maternal and child health and family planning programs are on-going activities of the Division of Health and should play a major role in the prevention of hearing impairment. The services of the maternal and child health program were available to the 234,529 potential mothers in the State in 1971-72. The program provided the following services: maternity patients seen by M.D.'s - 22,467; maternity medical clinic visits - 80,078; maternity patients seen by nurses - 32,928; maternity home nursing visits - 51,416; maternity office nursing visits - 121,148; well children seen by M.D.'s - 56,889; well children clinic visits - 104, 534; sick children seen by M.D.'s - 24,180; home nursing services-children - 162,830; nursing services-children - 161,201; clinic nursing services-children - 261,995; auditory screening school children - 166,347. Family planning services were provided to 79,037 of the 234,529 potential mothers in the State in 1971-72.[1]

[1]Florida Department of Health and Rehabilitative Services, Division of Health "Legislative Budget Request for 1973-74"(Tallahassee, Florida), pp. 23-25 and 53-54.

Educational activities which are preventative in nature come from the medical professional preparation institutions in the state, including vocational-technical centers. community colleges and the universities. In 1971-72 there were approximately 12,000 students in programs of health occupations, professions and training in the State.[2] In addition, the organized medical societies as well as privately endowed agencies, such as United Fund and March of Dimes, play a role in the prevention aspects of hearing impairment.

The Florida Department of Pollution Control is developing a program plan to deal with the noise abatement prob.em. The program is scheduled to include the development of noise control standards and codes, the development of statewide noise control regulations, Motor Vehicle Measurement approaches and efforts, optimized surveillance and enforcement system operations and noise control technology implementation. Their program appears to be moving forward in the right direction as well as being well planned and coordinated.

Support Data:

Division of Health, Department of Health and Rehabilitative Services: Maternal and Child Health and Family Planning Services.

PROBLEM:

Information and services to promote the prevention of hearing impairment are generally not available to the public on a systematic or comprehensive basis.

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[2]Florida Department of Education, Divisions of Vocational Education, Community Colleges, and Universities, "Legislative Budget Request for 1973-74" (Tallahassee, Florida).

OBJECTIVE I:

To provide all Florida high risk mothers and infants access to medical care to reduce the probability of hearing impairment due to complications associated with pregnancy, birth and postnatal periods through family physicians or the Division of Health, Department of Rehabilitative Services.

RECOMMENDATIONS:

(1) The Commissioner of Education should request the Department of Education to develop a program plan to be used in state supported medical professional preparation activities with emphasis upon prevention, early diagnosis and treatment of hearing loss. The plan should be general and brief and should capitalize upon the Newborn (Neonatal) Hearing Screening Project at Shands Teaching Hospital, University of Florida, to strengthen a comprehensive prevention program.

Non-recurring Resource Requirements: 1974-75 $5,000

(2) The Division of Health, Department of Health and Rehabilitative Services, should be responsible for providing services to all eligible mothers considered to be at high risk for complications during pregnancy, birth and postnatal periods, through the maternal and child health and family planning program which exists. This activity should include genetic counseling to alert parents with a history of deafness in the family background of the probabilities involved in heredity deafness.

Recurring Resource Requirements: 1973-74

Federal - $1,341,000
State - 2,871,410
Local - 1,710,409
Private -
Other -
Total - $5,922,819[3]

[3]Ibid. Department of Health and Rehabilitative Services, Division of Health

OBJECTIVE II:

To provide all children access to an initial and booster immunization program to reduce the incidence of hearing loss due to rubella and rubiola through family physicians or the Division of Health, Department of Health and Rehabilitative Services.

RECOMMENDATION:

(1) Chapter 232.032, Florida Statutes, provides for a compulsory state immunization program for all school entry children. This law is deemed adequate, but compulsory immunization should be required at the earliest feasible age, especially where children are involved in early childhood programs.

OBJECTIVE III:

To promote the development of a living and working environment in which the human is not subjected to noise levels which are harmful to hearing; bearing in mind the disagreement regarding the suitability of present criteria levels for regulatory purposes.

RECOMMENDATION:

(1) The Florida Noise Control Program in the Department of Pollution Control should be funded and implemented to provide a comprehensive program of noise abatement for the state to prevent impairment due to excessive noise levels.

Estimated Recurring Resource Requirements: 1973-74 State - $91,179[4]

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[4]Pollution Control Budget Submission, p. 90.

SECTION I

REPORTING OF HEARING IMPAIRED CHILDREN

ASSESSMENT:

The Division of Vocational Rehabilitation, Department of Health and Rehabilitative Services, has developed a card file of hearing impaired persons in Florida. The information is being collected by the Vocational Rehabilitation counselors in each of the Health Related Services Districts. The data includes: name, address, school and grade placement and/or graduation, and employment history. Vocational Rehabilitation Counselors are encouraged to record additional handicapping conditions on the back of each card. No other agencies are being solicited for information at this time.

The Office of Demographic Studies, Gallaudet College in Washington D.C., is conducting data on hearing impaired individuals in the United States. These data are solicited from schools, clubs, churches, social and governmental agencies and individuals. Information is furnished on a voluntary basis.

PROBLEM:

There is no systematic data collection system, central registry, or retrieval system that yields by age and sex the number of "high risk" infants, or pupils or adults; the type, degree and cause of hearing impairment; and the number, type and degree of additional handicaps of hearing impaired persons.

OBJECTIVE:

To survey all existing educational programs and all agencies serving the hearing impaired as well as identifying "high risk" infants in Florida. The survey will investigate by location the age, sex, number, type, age of onset, cause and degree of hearing loss of hearing impaired persons and of multihandicapped hearing impaired persons; and will establish an active registry and retrieval system that will record, on a continuing basis, all information about hearing impaired persons in Florida.

RECOMMENDATIONS AND ALTERNATIVES:

(1) Develop a reporting form containing information needed for the central registry. The report form will be sent to all teachers of the hearing impaired in educational settings and all personnel serving the hearing impaired in non-educational settings. The results of the survey will be combined with the information of the card file of the Division of Vocational Rehabilitation and computerized. The project will be a cooperative task of the Division of Vocational Rehabilitation, Department of Health and Rehabilitative Services and the Section of Exceptional Child Education, Department of Education. Responsibility for maintenance of the registry will be in the Division of Vocational Rehabilitation.

(2) Employ the services of a data collection agency to conduct the survey and develop a continuing registry and retrieval system.

(3) Solicit information from and encourage cooperation with the Office of Demographic Studies relative to the deaf population in Florida.

SECTION I

DISSEMINATION OF INFORMATION

ASSESSMENT:

As stated in other sections of this report, the current educational programs for hearing impaired children in Florida are autonomous. There exists lateral communication between most of these programs and the State Board of Education, but there is only fragmented communication among autonomous programs.

In addition to the educational personnel in each of these programs, there are many other concerned people: parents, pediatricians, otologists, audiologists, speech therapists, school administrators, principals, health departments, vocational rehabilitation programs, hearing impaired adults, psychologists, the business community and the general public. Among these professional and lay people who provide for the needs of the hearing impaired, there is presently no central source of information and communication.

Many professionals in Florida are better informed about the educational activities of the hearing impaired in other states than they are with neighboring school districts.

Many lay people, health and medical professionals who deal with the hearing impaired have little knowledge of either the seriousness of this handicap or the health and educational programs that are available for them.

PROBLEM:

Because Florida does not have a statewide, comprehensive information

system to adequately inform all who serve the hearing impaired, many individual needs of hearing impaired children are not being met. A child may be improperly referred to a program or agency; parents may become frustrated by receiving erroneous or contradicting information; valuable time may be lost before educators are able to begin working with some children; and, in many other instances, inadequate information has prevented the hearing impaired from reaching their full potential.

OBJECTIVES:

To initiate and maintain a statewide comprehensive information system to provide a continuing source of information on programs, research, publications, meetings and seminars, materials and other services available for or concerned with the hearing impaired.

To create a knowledgeable and informed public concerned with serving the hearing impaired.

RECOMMENDATIONS AND ALTERNATIVES:

(1) Establish a statewide comprehensive information system by one or more of the following:

a. Designate a single central agency to serve as a continuing statewide information system (Department of Education, Department of Health and Rehabilitative Services, etc.)

b. Establish a joint relationship between one or more Departments to serve as a cooperative information system.

c. Create a professional/lay council that will meet regularly and advise the State Board of Education on matters concerning the hearing impaired.

d. Encourage a private, nonprofit organization to establish a

supportive relationship with the hearing impaired in Florida similar to the efforts by the Lions Club on behalf of the blind.

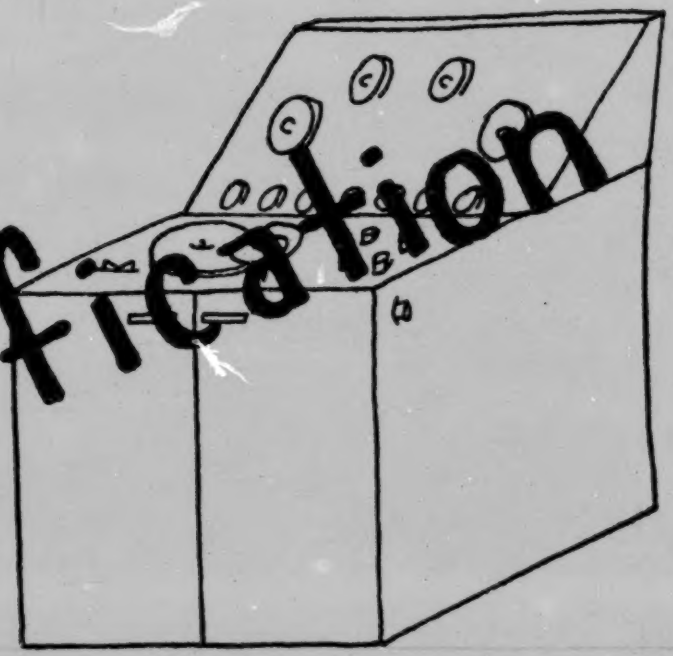
(2) Establish an information system with modules that deal with: critical early medical, health and educational needs of hearing impaired children and the programs available to them; causes and symptoms of hearing loss and the resources available to deal with the problem; and informing the business community of the vocational potential of the hearing impaired and informing secondary and post-secondary schools of the vocational needs of business.

(3) Develop a statewide comprehensive parent educational program and encourage and coordinate the formation of parent groups; sponsor seminars and summer educational programs; and adult education classes to teach parents how to deal with the problems of hearing impairment.

Screening

and

Identification



SECTION II

SCREENING AND IDENTIFICATION

ASSESSMENT:

Infants and preschool children are screened to identify hearing impairments, among other disabilities, in well-baby clinics or by private physicians. The total number of children who are screened is not known. Hopefully, those who are identified are referred to the proper medical resources to determine the nature and extent of their hearing problem. Some of these children and their parents are referred to the three parent/infant programs provided by the following school districts: Palm Beach, Lee and Orange; and to the Tampa Oral School. The state law pertaining to physical and mental examination of school children is used as the requirement for screening hearing testing.

> Section 232.29. Physical and mental examination - The State Board of Education and the Division of Health shall jointly prescribe uniform forms, rules and regulations, and through their executive officers, shall arrange for the examination at appropriate intervals of each child attending the public schools of the state for the purpose of discovering, reporting, and promoting treatment of mental and physical defects that require medical or surgical treatment for the proper development of each child.

The methods and procedures for screening school-age children vary from county to county. A survey of all counties indicated that sixty counties do provide some type of procedure for identifying potential hearing impairments.[5]

> "There is no statewide identification audiometry program. Because there is no statewide audiometry program, the agency responsible for hearing screening differs from county to county.

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[5] Florida Department of Education: Education for Exceptional Children. Sara Conlon, Consultant, Language, Speech and Hearing. "Identification Audiometry and Special Education for Hearing Impaired Children and Youth." April, 1972.

Of the 60 counties responding:

17 - The County Health Department was the primary administrative agency responsible for hearing screening.

30 - The school district was the primary administrative agency responsible for hearing screening.

23 - Exceptional Child Education
3 - Pupil Personnel
2 - School Health Committee

8 - Counties reported shared responsibility between the county school district and the county health department.

4- County Health Department and Exceptional Child Education
2- County Health Department and Pupil Personnel
2- County Health Department and School Health Committee

3 - Counties used other organizations: Hearing Society, community clinic.

Personnel doing the Hearing screening within the 60 counties:

1. County Health Nurse		20
2. Public School Speech and Hearing Clinician		31
3. Public School Audiologist		1
4. Public School Nurse		6
5. Volunteers		15
trained by:		
County Health Nurse	6	
Public School Speech Clinician	5	
Public School Audiologist	0	
Local Audiologist	1	
Other:		
CHN and PSSC	2	
Hearing Society	1	
6. Paid audiometric technician		8
Employed by:		
County Health Department	5	
Local School District	3	
7. Other:		4
Teachers; state consultants; teacher aides; community clinic personnel		
TOTAL		85* "

*22 counties checked two or more categories of personnel involved in screening.[6]

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[6]Ibid. Florida Department of Education: Education for Exceptional Children. pp. 3-4.

In 1972, a hearing conservation program was conducted by the Division of Health. Emphasis was placed on screening five year old preschool children.

The number of indigent five year olds in 1972 was 21,100. Only 1,800 were screened in 1972; and while this is an increase over the number screened in 1971, this population is in need of expanded service.

Requests for inservice training have increased greatly. This is due, in part, to the continued use of Community Health Workers at the local level. The training focuses on screening techniques and care and use of the audiometer.

Minimal hearing screening standards for Florida preschool and school age children, for use by state Health and Education personnel and volunteer screeners, were approved and put into effect in 1972. This provides the basis for uniform screening standards and criteria statewide.

Cooperation between the CHD's and local boards of instruction continues to be encouraged. More counties are upgrading and expanding their hearing screening programs.

STATISTICAL REPORT - 1972[7]

Children screened	181,489*
Children referred	6,144
Corrected referrals	1,417
Preschool children screened	1,840
Meetings held to plan and schedule preschool screening	16
Inservice training programs conducted (requested)	13
Audiometers checked and/or repaired	63
Major meetings attended	2

*Includes 1,945 children not reported to the DH on a county activity report, but known to have been screened.

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[7] "Index School Health Policies and Concepts", 1972.

Psychoeducational evaluation of children with hearing impairments is available to district school systems. The number of children who receive complete and appropriate diagnostic services in the day class programs is not known. Evaluations are done by specialized district personnel, university outpatient clinics, and/or by private agencies.

The Florida School for the Deaf and the Blind Child Study Center provides appropriate audiological and psychoeducational evaluations of prospective students for the purpose of determining a student's eligibility for its program. The Child Study Center is comprised of audiologists, psychologists, diagnostic teachers and supervising teachers.

Children are referred for educational placement to special programs for the hearing impaired, which include district, state and private residential, private day and HRS programs for the deaf. Some deaf children are in regular public school programs and many hard-of-hearing children are placed in regular classrooms.

PROBLEMS:

1. There is a format for a systematic comprehensive statewide hearing conservation program, but the mechanics for dissemination of information need to be defined for professionals associated with deafness.

2. There is a lack of consistent, appropriate follow-up for hearing impaired children or for those who are identified as having potential hearing problems.

3. While there are some resources available to district school systems to assess the psychoeducational needs of children, some of the personnel who are involved in these evaluations lack expertise in the particular problems of hearing impairment.

4. There is a dearth of appropriate educational programs which meet

the differential needs of all deaf children. Some counties have no programs and many parents feel that the State Residential School is too far from home for their children.

OBJECTIVES:

To provide for the dissemination and utilization of data from a statewide screening program.

To ensure systematic follow-up of all hearing impaired children and of those with potential hearing impairments.

To provide for appropriate audiological, psychological and academic and social evaluation of all hearing impaired children so that referral to appropriate programs can be made.

To ensure appropriate educational programs for all hearing impaired children.

RECOMMENDATIONS:

(1) The State Department of Health has a program for hearing conservation in the public schools. This program should be required to be followed and should follow the guidelines as suggested by the FLASHA Audiological Standards Committee and the Florida Medical Association Committee on Hearing. All Health Department units throughout the state should do hearing screening on high-risk infants, those with speech problems and/or a history of ear pathology. Hearing screening services should be offered to all day-care centers, nursery school programs, and other places where preschool children may be found in a group. Data available from the statewide screening program should be made available to the Department of Education for program planning for the Hearing Impaired.

(2) A full time clinical audiologist should be hired to direct a statewide hearing conservation program.

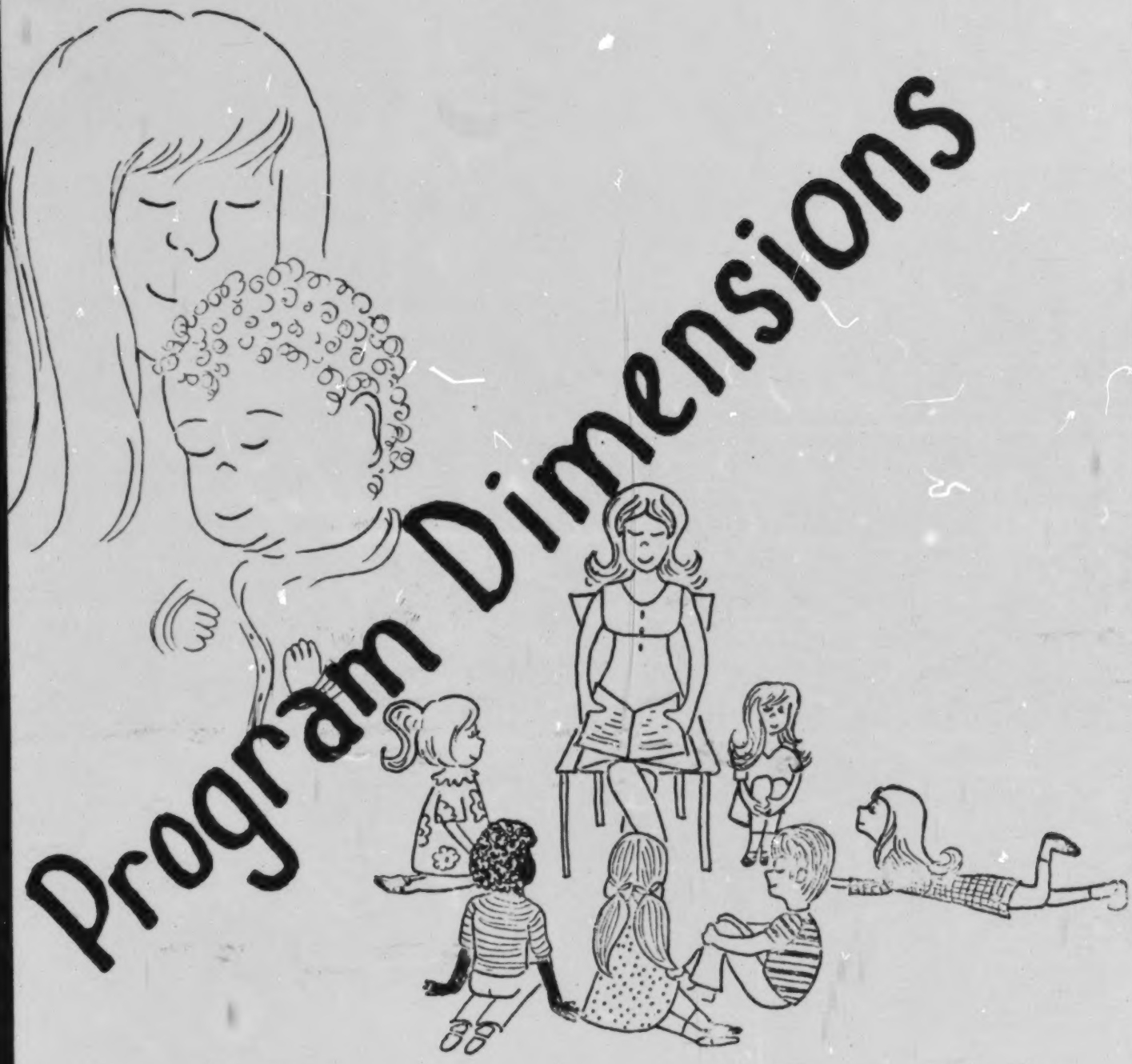
(3) Evaluation centers should provide for a minimum staff of: a well qualified teacher of the deaf, an audiologist, and a clinical psychologist (the latter two must have expertise in the education of Hearing Handicapped Children). Where no school services are available, a regional Child Diagnostic Center should be established. These centers would have a functional relationship to the model developed for organization and administration.

ESTIMATED COST OF A DIAGNOSTIC CENTER FOR THE HEARING IMPAIRED:

1 Psychologist	$ 15,000	
1 Audiologist	16,000	
1 Diagnostic teacher	12,000	
1 Secretary	5,500	
	48,500	
Matching	4,777	Ret. & S.S.
	$ 53,277	
Basic Equipment:		
Audiometers	$ 6,000	
Sound Room	7,000	
Psychological Tests	1,000	
3 Offices	5,000	
Secretarial Office	2,000	
	$ 21,000	
	$ 74,277	TOTAL

(Housing and Utilities are not included in the above figures)

Program Dimensions



Infant/Parent Counseling and Preschool Programs

Educational Programs for School Age Children

The Mentally Retarded Hearing Impaired Child

Post-Secondary Education (College, University, Vocational & Continuing)

SECTION III

INFANT/PARENT COUNSELING AND PRESCHOOL PROGRAMS

ASSESSMENT:

Population:

In 1971-72, there were approximately 168 identified hearing impaired children under five years of age in Florida. However, using the 1970 census data, the projected figure is 500.

As of May 1, 1973, there are approximately 40 children enrolled in the three district infant/parent counseling programs; and approximately 10 children are enrolled in the infant/parent program of the Tampa Oral School.

In 1971-72, district preschool programs served approximately 97 three and four year olds.

Some teachers who are conducting infant/parent counseling and classes for preschoolers are not certified in both the areas of the hearing impaired and early childhood education.

Among the facilities for preschool programs are: public day classes, university-sponsored hearing clinics, teacher education laboratory classes, private schools, and community-sponsored private nonprofit classes (Easter Seal).

Few programs have submitted a 0-5 curriculum guide incorporating philosophy, goals, and specific objectives, eligibility criteria, and admittance procedures.

No standardized forms have been adopted on a statewide basis for recording attendance, pupil progress, or diagnostic reports on preschoolers for Cumulative Record Folders.

Early instruction and home teaching programs for the child and his parents under the supervision of education of the hearing impaired exist only in three counties in the state of Florida: Palm Beach County, Lee County, and Orange County (Multi-County Programs). The Tampa Oral School provides an Infant/Parent program.

PROBLEM:

Programs and/or services for the hearing impaired infant are not available on a comprehensive basis in Florida.

OBJECTIVES:

To provide Infant/Parent Counseling programs and Preschool programs to all hearing impaired children ages 0 to 4.11 inclusive, in Florida.

To enable families of hearing impaired children to become knowledgeable in child growth and development and its relationship to the nature and needs of the hearing impaired child, and thereby assist in creating an emotionally stable, secure learning situation in the home.

To reduce the number of hearing impaired children who arrive at school age with neither receptive nor expressive communication skills, functionally retarded and/or with serious behavior problems.

To develop the learning readiness of hearing impaired children so that they may be educated in the mainstream of education in their district schools supported by resource personnel; or educated in exceptional child education programs for the hearing impaired.

To assist families in obtaining needed medical, audiological, and other diagnostic services during the child's early years when the potential for remediation is greatest.

PROGRAM CRITERIA: Infant/Parent Counseling Preschool Program

The counselor/teacher shall provide a minimum of two one-hour sessions per week. The following should be minimum objectives to be met by the program:

1. To assist the parent in obtaining medical, audiological and otological evaluations if these have not been completed.
2. To cooperate with the audiologist in determining the child's optimal fitting of amplification.
3. To explain the use and care of the hearing aid, the importance of early and continued use of amplification.
4. To demonstrate with the child simple listening and receptive and expressive language development techniques which the family can carry out at home.
5. To demonstrate the principles of child growth and development, the handling of discipline and the importance of parental attitudes and values.
6. To discuss, individually and later in group sessions with other parents, the psychological problems of fear, anxiety, guilt, acceptance and rejection that most parents of handicapped children face.
7. To encourage parent participation in the child's educational program.
8. To provide the parent with informational materials and instructional material on a loan basis from the center.
9. To become familiar with all social service, informational and welfare agencies in the community which can provide needed services to the family.
10. To keep a case file on each family, recording pertinent

information and progress in accomplishing the objectives with an entry for each session.

11. To set up specific objectives for each child and family and evaluate the progress.

    Examples:
    a. Self Help
       Toilet training, dressing self, feeding self

    b. Emotional-Social
       Absence of temper tantrums, response to discipline

    c. Developmental
       Motor skills, auditory - wears aid, visual attention, responds to environmental sounds

    d. Communication
       Indicates needs, feelings, etc. by speech, gesture, sign, finger spelling

12. To gradually introduce the child into a nursery group between 2-1/2 and 3 years of age either in his neighborhood or in the preschool hearing impaired center with some degree of success as measured by the counselor, nursery teacher and parents.

13. To have the child demonstrate some degree of readiness for a professional evaluation of his development milestones by a qualified psychologist in preparation for his enrollment in a preschool program.

14. To have the counselor provide an evaluation team with information on each child with recommendations for placement.

RECOMMENDATIONS AND ALTERNATIVES:

(1) An infant/parent counseling program shall be the responsibility of the districts and shall provide for all hearing impaired children therein. The program shall provide at least one of the following:

(a) Home visitation - certified educator of the hearing

impaired will go into the home or the nursery school to assist both the infant and his parent;

(b) Simulated Home Facility - a facility in a suitable school or clinic where the child participates on a regular basis;

(c) Pre-Nursery Program - a program in which the child and his parents are seen on a routine schedule by a certified teacher of the deaf in a room located in a school facility.

Parent/Public education as recommended in Section I.

Cost Factor: The homebound visitation F.T.E. factor of 15.00 to be applied to this activity.

(2) A preschool program shall be provided for all hearing impaired children and shall include the following options:

(a) self contained preschool classes.

(b) self contained preschool classes in cooperation with a nursery program for hearing children to allow for fusion of the hearing impaired into classes for hearing children.

(c) a resource teacher for hearing impaired children enrolled in the regular kindergarten.

(d) a complete educational and psychological diagnosis at age five to determine placement into a self contained class for hearing impaired children or placement in a regular class with supportive help from a resource teacher.

(e) special counseling for the regular classroom teacher.

Cost Factor: The deaf factor per F.T.E. is 4.00.

RELATIONSHIP OF DEGREE OF IMPAIRMENT TO EDUCATIONAL NEEDS

Average of the Speech Frequencies in Better Ear	Effect of Hearing Loss on the Understanding of Language and Speech	Educational Needs and Programs
Category A: SLIGHT 27 to 40 db (ANSI)	May have difficulty hearing faint or distant speech. May experience some difficulty with the language arts subjects.	Regardless of the degree of hearing loss, a hearing impaired infant (0-5) should be transferred from the source of identification to school authorities.
Category B: MILD 41 to 55 db (ANSI)	Understands conversational speech at a distance of 3-5 feet (face to face). May miss as much as 50% of class discussions if voices are faint or not in line of vision. May exhibit limited vocabulary and speech anomalies.	Placement should be in "Infant Training Program" until age 3 in conjunction with placement in a normally hearing nursery school or kindergarten. Emphasis should be on auditory perception in language development. Child may benefit from a hearing aid as loss approaches 40 dB (ANSI).
Category C: MODERATE 56 to 70 db (ANSI)	Conversation must be loud to be understood. Will have increased difficulty in group discussions. Is likely to be deficient in language usage and comprehension. Will have a limited vocabulary.	At age 3, the child should be referred to school principal for possible placement in self-contained preschool class for hearing impaired in conjunction with a portion of the day in a normally hearing nursery. May need vocabulary development, language development, speechreading, and speech development.
Category D: SEVERE 71 to 90 db (ANSI)	May hear loud voices about one foot from the ear. May be able to identify environmental sounds. May be able to discriminate vowels but not all consonants. Speech and language defective and likely to deteriorate.	At age 5, a resource teacher for the hearing impaired shall be used while the child is placed in a regular kindergarten.
Category E: PROFOUND 91 db or more (ANSI)	May hear some loud sounds but is aware of vibrations more than tonal pattern. Relies on vision rather than hearing as primary avenue for communication. Speech and language defective and likely to deteriorate.	Between the ages of 5 and 6 a full educational and psychological diagnosis should be made, and based upon results, the child should be placed in a regular class with a resource teacher or in a special program for the hearing impaired. Special help in language skills: vocabulary development, usage, reading, writing, grammar, etc. will be provided. Individual hearing aids by evaluation and auditory training with group and individual aids and speech development should exist. Favorable seating;and counseling for the regular class teacher should be provided.

SECTION III

EDUCATIONAL PROGRAMS FOR SCHOOL AGE HEARING IMPAIRED STUDENTS

ASSESSMENT:

In 1971-72, education for hearing impaired children was conducted through the following system:

One public state supported residential school serving a population of 616 children;

Eight multi-county day class programs and eleven county day class programs, serving a total population of 1,077 children;

One private residential school with a population of 80 children;

One private day school program with 16 pupils.

By September, 1973, every exceptional child must have access to an educational program.

The current educational programs are generally autonomous in determining curriculum, student placement, referral, evaluation techniques, expenditures of funds, hiring of personnel, etc. This factor makes it difficult for some district school systems to provide programs which can adequately meet the differential needs of hearing impaired children.

THE FLORIDA SCHOOL FOR THE DEAF AND THE BLIND:

The Florida School for the Deaf and the Blind enrolls children whose intelligence is assessed as a performance I.Q. of 80 or better and who have a hearing loss of 70 dB or greater, best binaural average. If a second handicap is not considered more primary than deafness as a deterrant to education, these children are enrolled.

Children may be enrolled as residential or day students. The residential students go home for school vacation. Because of the residential nature of the school, it is necessary to provide for all aspects of twenty-

four hour care.

The Program consists of educational activities for children from 5-19 years of age. The course of study provides for three preparatory years and grades 1-12. The course of study is commensurate with public school requirements and includes the adaptations necessary for deaf children.

Vocational/Career education offerings are commensurate with those provided for hearing children.

87.6% of the teachers are certified in-field (state or CED).

The school provides adequate physical facilities (including special equipment) required for the hearing impaired child.

DISTRICT PROGRAMS:

Districts offer a variety of administrative plans in providing programs for hearing impaired children. Some districts provide only for their own residents, while others combine resources and offer multi-county programs. The larger programs serve hearing impaired children from preschool (three years old) through grade 12. Medium size programs serve children through fully graded programs or by levels (preschool, primary, elementary, secondary) which may not have each grade each year. Small programs are one or two class programs at the preschool and/or primary levels. All size programs include some fusion into regular classes. Career education offerings are the same as those which are provided for hearing children.

The supervision of district programs is dependent upon the administrative policies of the area involved and the personnel available. Only one program has a teacher whose only responsibility is coordinating the program for the hearing impaired. 66-2/3% of the teachers in district

programs are certified in-field (state or Council on the Education of the Deaf.)

The district programs provide adequate physical facilities (including special equipment) required for the education of hearing impaired children.

Presently in Florida not all programs for hearing impaired children are meeting individual differential needs.

PROBLEM:

Florida does not have adequate educational program options that offer equal opportunity to meet the hearing impaired child's differential needs. A child may be penalized educationally for the following reasons: because his school system does not offer the program to meet his needs; there is no program; or because the family does not choose to take advantage of the existing programs.

OBJECTIVE:

To assure that every child in the state of Florida has the educational opportunity to achieve his greatest potential.

RECOMMENDATIONS:

A state comprehensive plan for hearing impaired children should provide quality education for each child. A quality educational program shall consist of the following components:

Status:

1. Any one of the following options is generally recognized as criterion for the establishment of an educational program for hearing impaired children:

   a. A school population of at least 55,000 students

b. A minimum of 80 students functioning as severely hearing impaired.

c. Ability to provide three consecutive levels of instruction. If there is no appropriate class available for an entering student, the student is referred to another program.

2. Teachers who hold certificates covering assignments at the level of responsibility (CED and/or state certification).

3. Any program including middle school and above should provide career education activities and prevocational opportunities.

4. A full time supervising teacher for each program with an office in the educational facility. A supervising teacher will supervise no more than 12 to 15 teachers. A supervising teacher shall have the following qualifications:

   a. A certified teacher of the deaf.

   b. Certified in supervision in his areas of responsibility and level

   c. Three years of teaching experience with the hearing impaired

5. A certified guidance counselor for every 100 children

6. Teachers aides who meet the requirements as established by the administrator of the program.

7. Each classroom should be equipped with all equipment necessary in a normal classroom, and those items necessary in a class for the hearing impaired, i.e. auditory training equipment, overhead projector, filmstrip projector, etc.

8. Where possible, state adopted textbooks should be an integral part of the educational program.

9. Adequate consumable materials should be provided.

10. A program should be located in or in conjunction with an educational facility large enough to provide space for a minimal program for the hearing impaired. Special care should be given to insure that classes are located in schools appropriate to the age level and functional level of the students. These facilities shall meet the requirements as established by the Department of Education, Elementary and Secondary standards.

11. Each classroom shall be acoustically fitted with carpet, draperies, and acoustic tile.

Process:

12. A program shall provide enough classes to ensure a full educational program with homogeneous groupings. Homogeneous grouping in classes will be determined by chronological age, mental ability, academic achievement, and degree of hearing loss.

13. A statewide curriculum guide that includes motor, auditory, visual and associational skills, language, and communication skills shall be used as a basis for the educational program. This curriculum guide should be commensurate with public school standards and adaptations made to meet the needs of hearing impaired children.

14. Full utilization should be made in the use of modern amplification equipment and in the training of the residual hearing at home and at school.

15. The supervising teacher shall be responsible for keeping the instructional program functional and progressive. His duties shall be:
    - class visitation and diagnosis
    - rating of instructional effectiveness
    - reports on pupil activity
    - success or failure in individual pupil situations
    - accounts of testing in remedial programs
    - teacher-supervisor discussion
    - intra-school group discussion
    - cooperative curriculum study
    - community life (local and statewide)
    - cooperating with medical service
    - discipline and behavior
    - equipment and supplies
    - in-service training
    - professional relations
    - extracurricular activities
    - personal problems of teachers
    - schedules, teacher work loads and instructional materials
    - pupil evaluation
    - teacher evaluation
    - relationship with parents.

16. The physical education program should meet state accreditation standards as established by the Department of Education.

17. To meet the special education problems and deficiencies, summer enrichment programs should be provided in state programs for the hearing impaired.

18.

RELATIONSHIP OF DEGREE OF IMPAIRMENT TO EDUCATIONAL NEEDS

Average of the Speech Frequencies in Better Ear or Functioning as:	Effect of Hearing Loss on the Understanding of Language and Speech	Educational Needs and Programs
Category A: SLIGHT 27 - 40 dB (ANSI)	May have difficulty hearing faint or distant speech. May experience some difficulty with the language arts subjects.	Child should be reported to school principal. May benefit from hearing aid as loss approaches 40 dB (ANSI). May need attention to vocabulary development, reading and language skills. Needs favorable seating and lighting. May need lipreading instructions. May need speech therapy.
Category B: MILD 41--55 dB (ANSI)	Understands conversational speech at a distance of 3-5 feet (face to face). May miss as much as 50% of class discussion if voices are faint or not in line of vision. May exhibit limited vocabulary and speech anomalies.	Child should be referred to special education for educational follow-up. Individual hearing aid by evaluation and trainin in its use. Favorable seating and possible special class placement, especially for primary children. Attention to vocabulary, reading & language skil Lipreading instruction. Speech conservation and correction, if needed.
Category C: MODERATE 56 - 70 bB (ANSI)	Conversation must be loud to be understood. Will have increased difficulty in group discussions. Is likely to have defective speech. Is likely to be deficient in language usage and comprehension. Will have limited vocabulary.	Child should be referred to special education for educational follow-up. Resource teacher or special class. Special help in language skills, vocabulary development, usage,reading, writing, grammar, et Individual hearing aid by evaluation and auditory training. Lipreading instruction. Speech conservation and correction. Attention to auditory and visual situations at all times.
Category D: SEVERE 71 - 90 dB (ANSI)	May hear loud voices about one foot from the ear. May be able to identify environmental sounds. May be able to discriminate vowels, but not all consonants. Speech and Language defective and likely to deteriorate.	Child should be referred to special education for educational follow-up. Full time special program for deaf children with emphasis on all language skills, concept development, lipreading and speech. Program needs specialized supervision and comprehensive supporting services. Individual hearing aid by evaluation. Auditory training with individual and group aids Part time in regular classes as profitable.
Category E: PROFOUND 91 dB or more (ANSI)	May hear some loud sounds but is aware of vibrations more than tonal pattern. Relies on vision rather than hearing as primary avenue for communication. Speech and language defective and likely to deteriorate.	Child should be referred to special education for educational follow-up. Full time special program for deaf children, with emphasis on all language skills, concept development, lipreading and speech. Program needs specialized supervision and comprehensive supporting services. Continuous appraisal of needs in regard to oral and manual communication. Auditory training with group and individual aids Part time in regular classes for carefully selected children.

Adapted from: A Comprehensive Plan for Hearing Impaired Children in Illinois. Illinois Commission on Children. May, 1968.

19. Supportive services for exceptional children should include:

A. Instructional Resources

1. A variety of equipment and instructional materials should be provided for each area of exceptionality.

2. Instructional resource consultant services should be provided for all exceptional child teachers to assist in media training and the evaluation, selection and utilization of appropriate instructional materials.

3. Services should be provided to assure that teachers are aware of and utilize local, state and national sources of materials, equipment, and related information.

B. Assessment and Social Services

1. Services should be provided to assure that exceptional children receive differential psychological and educational assessments, health services, social services and other related services.

2. These services should be coordinated to assure effective and efficient use of the data in planning educational programming (staffing) for individual students.

3. Information from these special services should be professionally interpreted to parents, regular teachers, exceptional child teachers, principals and other school personnel and community organizations involved in providing educational services for exceptional children and youth.

C. Facilities

1. School plant planning and construction should take into consideration the facility needs of exceptional children, including classroom space, provisions for speech therapy, and specially designed facilities.

2. Plans which base housing on a year-by-year availability of classrooms will not be viewed with favor. Classrooms should be permanent in nature and moved only as special education program growth dictates. Portable classrooms may be used on a temporary basis during transitional periods.

D. Transportation

1. Transportation services are used to expedite the location of good educational programs for exceptional children.

2. Maximum utilization of exceptional child transportation units is made.

Product:

20. Systematic evaluations by teachers and staff shall be made to determine progress toward stated goals for each child. Any child not achieving expected goals must be reevaluated at frequent intervals for possible adjustment of program.

21. Each child shall have accumulative records which contain all information pertinent to his educational progress.

22. Teachers will evaluate each child's progress in the areas of emotional, social, and academic growth annually.

23. Each program will annually use appropriate statewide standardized achievement tests. These assessment standards should be used for program accountability.

SECTION III

THE SCHOOL AGE MENTALLY RETARDED HEARING IMPAIRED STUDENT

ASSESSMENT:

At the present time, there are isolated and fragmented programs for mentally retarded hearing impaired students in some district day class programs as well as in Sunland Training Centers in Florida.

A review of the literature permits the formulation of a number of generalizations about the education of mentally retarded deaf children. These generalizations are summarized as follows:

"(a) Research pertaining to the education of mentally retarded deaf children is virtually non-existent.

(b) There is confusion and lack of agreement on terminology and nomenclature.

(c) There are inconsistencies in reported incidence and prevalence data.

(d) No adequate rationale appears to exist for the assignment of the priority of one disability over that of one or more additional disabilities.

(e) There are conflicting viewpoints as to the facilities in which mentally retarded hearing impaired children might best be housed and educated.

(f) Present educational methods and instructional materials well-suited for teaching mentally retarded hearing impaired children seem to be inadequate.

(g) There is need for research on the multitude of problems which attend the education of mentally retarded hearing impaired children."[8]

PROBLEM I:

Due to the limited number of classes devised solely for educable

[8]Anderson, R.M. and Stevens, G.D. "Deafness and Mental Retardation in Children: The Problem". American Annals of the Deaf, 1969, 114:1, pp. 15-22.

and trainable mentally retarded hearing impaired children, these pupils are enrolled in classes with hearing impaired students of normal intelligence. This results in deprivation for the normal, the educable and the trainable hearing impaired pupils.

OBJECTIVE I:

To provide a comprehensive program for educable mentally retarded hearing impaired pupils that will allow homogeneous grouping, an appropriate educational program and vocational preparation and counseling.

To provide placement for trainable retarded hearing impaired students that will ensure opportunities for the development of skills of communication, education for daily living, adaptive behavior and self care.

RECOMMENDATION:

(1) A committee of professionals in the areas of education of the hearing impaired, mental retardation, and early childhood education shall be appointed to study the problems of identification, education for the differential needs, and the appropriate placement of educable and trainable mentally retarded hearing impaired children in Florida. The committee shall recommend suitable programs for these children.

PROBLEM II:

Florida has personnel that are qualified to teach the hearing impaired and the mentally retarded; however, few teachers have the knowledge and competency to deal with children handicapped in both areas.

OBJECTIVE II:

To provide personnel qualified to teach hearing impaired mentally retarded students.

RECOMMENDATIONS:

(1) Provide through traineeships, scholarships and/or special study institutes a means to recruit and prepare teachers certified and experienced in one discipline to acquire the knowledge and competencies of the second handicapping area.

(2) Consider a salary differential for teachers of hearing impaired mentally retarded children.

SECTION III

POST-SECONDARY EDUCATION (COLLEGE, UNIVERSITY, VOCATIONAL, CONTINUING) FOR THE HEARING IMPAIRED

ASSESSMENT:

Post-secondary educational opportunities for the hearing impaired in Florida are limited. These limitations are basically as follows:

(a) Few hearing impaired students graduate from secondary schools with speech and speech reading skills adequate to enable them to attend post-secondary schools or vocational training institutes without special assistance.

(b) Many hearing impaired students leave their secondary educational programs without obtaining the necessary academic achievement to meet entrance qualifications at many post-secondary institutes.

(c) There are no post-secondary educational institutions specifically for the hearing impaired, in Florida, although St. Petersburg Junior College offers a three-year Associate in Science degree and remedial courses for the hearing impaired.

The Division of Vocational Rehabilitation, Department of Health and Rehabilitative Services, offers consulting services toward the renabilitation of the hearing impaired and sponsors conferences and workshops dealing with the training, education and employment needs of the hearing impaired. Vocational rehabilitation is available to any Florida citizen of working age, whose hearing impairment affects his or her ability to work and which may be improved through rehabilitation services.

The Division, based on individual needs, may be able to provide evaluation, counseling, guidance, tuition, placement, interpreters, tutors, expenses, transportation, supplies and other benefits if the individual is qualified. Several hearing impaired students are presently attending various community and junior colleges (Chipola, Santa Fe, Seminole, and St. Petersburg), area vocational schools, and other post-secondary programs with the assistance of an interpreter and tuition provided by the Division.

In addition, the Division also provides tuition and assistance for hearing impaired students to attend out-of-state post-secondary programs or institutions, such as Gallaudet College, Washington, D.C., the National Technical Institute, Rochester, New York, and Delgado Vocational and Technical School in New Orleans. Tuition and assistance are provided for almost any school a student can qualify to attend.

PROBLEM:

The problems identified in assessing post-secondary educational opportunities for the hearing impaired in Florida are as follows:

(a) Many hearing impaired students fail to obtain the necessary secondary educational training to enable them to move on to college or university.

(b) Many hearing impaired students are unable to attend post-secondary programs without special interpreters and tutors.

(c) There are no post-secondary programs, exclusively for the hearing impaired, except for a special program at St. Petersburg Junior College.

(d) There exists a need to have the hearing impaired more fully aware of the services available to them and to have the educational community better understand the educational potential of the hearing impaired.

(e) In addition to vocational and career oriented educational programs, there is a need to develop adult or continuing educational opportunities for hearing impaired adults, offering them the chance to expand their knowledge of vital areas of interest, such as government, insurance, taxes, social security programs, and other social areas which might enhance their quality of life.

OBJECTIVE:

To ensure access for the hearing impaired student to post-secondary educational programs.

RECOMMENDATIONS:

(1) Implement the necessary standards and criteria to ensure that the hearing impaired, to a greater extent, leave their secondary programs with the necessary academic skills to enable them to qualify for post-secondary programs.

(2) Develop a program to train interpreters and tutors who can assist the hearing impaired while attending post-secondary programs and to insure that adequate funding is available for this purpose.

(3) Develop special post-secondary vocational-technical programs for those hearing impaired adults who are unable to benefit, with or without assistance, from existing programs.

(4) As a part of the public information section of this report, ensure that the hearing impaired are better informed about the services available to them and better inform the post-secondary educational institutions with regard to how they might be of assistance to the hearing impaired.

(5) The Division of Vocational, Technical and Adult Education, State Department of Education should assess the continuing education needs of the hearing impaired and provide services and courses when indicated.

Certification
Accreditation

SECTION IV

CERTIFICATION

ASSESSMENT:

The following currently exist:

State teacher certification requirements in hearing disabilities. (See Florida Requirements for Teacher Certification adopted by the State Board of Education, January 30, 1968)

National teacher certification requirements in hearing disabilities. (See Council on Education of the Deaf standards for the certification of teachers of the hearing impaired, 1972)

A restrictive supervision certification requirement in a special subject or field and a broad general certification standard for supervision or administration.

The following supportive personnel are currently certified or regulated by Florida Statutes, Florida State Board of Education regulations and/or Florida Accreditation Standards: audiologists, speech pathologists, psychologists, guidance counselors, media specialists, and social workers (visiting teachers).

National Certification requirements exist for dormitory personnel working with the deaf.

PROBLEMS:

1. The State certification and the Council on the Education of the Deaf certification requirements are not equivalent.

2. Teacher training programs in Florida are not producing sufficient numbers of well-qualified teachers of the hearing impaired to staff the present program.

3. Present certification standards provide for general supervisory criteria, but do not guarantee that the supervisory personnel are qualified

to administer a program for the hearing impaired.

4. Supportive professional personnel who work with the hearing impaired are not required to have any knowledge or expertise in hearing impairment.

OBJECTIVES:

To revise certification requirements in Hearing Disabilities.

To recommend certification requirements for supervising teachers of classes for hearing impaired children.

RECOMMENDATIONS:

(1) By 1975, the State certification requirements should be revised to incorporate equivalent competencies recommended by the Council on the Education of the Deaf.

(2) The universities in Florida should be informed of the imminent need of course offerings for the upgrading of teacher's certification.

(3) Supportive professional personnel should be made familiar with the nature and needs of the hearing impaired, because critical decisions are based on their evaluations.

SECTION IV

ACCREDITATION

ASSESSMENT:

There are State accreditation standards for exceptional child education programs. The accreditation process applies to schools, not to individual programs within the schools.

PROBLEM:

The existing accreditation process indirectly allows a program for hearing impaired children to be carried on the merits of the school of which it is only a small part. Therefore, the needs for educational guidance and professional support of this special program may not be visible to the administrators of the entire educational system.

OBJECTIVE:

To ensure the maintenance of the criteria established for programs for hearing impaired children.

RECOMMENDATION:

Programs for hearing impaired children shall have self evaluation and peer evaluation relative to program design, redirections and meeting differential needs of children, at three year intervals.

TITLE VI - D SPECIAL STUDY INSTITUTES FOR 1973-74

FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

BUREAU OF CURRICULUM AND INSTRUCTION

EDUCATION FOR EXCEPTIONAL CHILDREN SECTION

Inservice and Preservice Preparation

This is a general overview of the Special Study Institutes to be held during the summer and academic year of 1973-74. More specific information may be obtained from the Consultant responsible for directing the institute.

JUNE

Case Staffing Procedures for Exceptional Children.....Wendy Cullar

The Hearing Clinician: Putting It All Together for the Hearing Impaired Child.....Sarah Conlon

AUGUST

Educational Programming and Curriculum for the Emotionally Disturbed.....Joyce Runyon

Teaching Speech to the Deaf.....Gladys Crawford

Teachers of the Visually Handicapped.....Hazel Hargrove

ACADEMIC YEAR

Training for Regional Supervising of Teachers for Deaf Education.....Gladys Crawford

Speech Clinicians Skill Development.....Sarah Conlon

SECTION V

INSERVICE PREPARATION

ASSESSMENT:

One institute a year is planned by the State Department of Education under the direction of the State Consultant of the Hearing Impaired.

The State Consultant of the Hearing Impaired conducts workshops on request by the local school districts.

The Florida State School for the Deaf and the Blind provides the following inservice training:

1. A guest lecture service in which out-of-state experts speak to all interested professionals.
2. Visible English classes.
3. Curriculum development workshops.
4. Media workshops conducted by regional media centers.

PROBLEMS:

Inservice Training for teachers of hearing impaired children in Florida is hindered by the following:

Teachers are not given release time during the school year to attend inservice training sessions;

Districts do not have common planning days;

Information about inservice training opportunities is not often widely communicated;

Sufficient state funds are not available to provide adequate planning for regional workshops and institutions.

OBJECTIVE:

To provide through adequate state funding, a variety of inservice training for all educators of the deaf in Florida.

RECOMMENDATIONS:

(1) An adequate inservice training program should ensure the following:

a. Provide four days per year release time for teachers of the hearing impaired for attendance at inservice training programs.

b. DOE regions should have common district planning days.

c. Provide for dissemination of information of inservice training programs through Newsletters and Florida Learning Resources System.

d. Appropriate State funds for inservice training.

(2) The Department of Education should develop competency based inservice training packets for educators of hearing impaired children.

SECTION V

PRESERVICE PREPARATION

ASSESSMENT:

At the present time the University of Miami offers the only program for the preparation of teachers of the hearing impaired in the State of Florida. There are plans to develop programs in two universities of the State university system.

PROBLEM:

33-1/3% of the teachers in district programs and 12.4% of the teachers at the Florida School for the Deaf are not certified in Hearing Disabilities or by CED. Each year the attrition rate is 12%; thus, there is a critical need for qualified teachers of the hearing impaired.

While the University of Miami offers a nationally recognized program, it alone cannot meet the manpower needs of this area in Florida.

OBJECTIVES:

To establish at least one strong program for the preparation of teachers of the hearing impaired: deaf and hard of hearing, within the State university system in order to meet manpower needs.

To provide courses, through extension services, that will give teachers of the hearing impaired opportunities for professional growth.

RECOMMENDATIONS:

(1) Establish at least one strong program for the preparation of teachers of the hearing impaired: deaf and hard-of-hearing, within the

State university system. The program should incorporate the competencies and knowledge for certification as recommended by the Council on the Education of the Deaf and Florida requirements in Hearing Disabilities.

(2) Provide courses in education of the hearing impaired through extension services of the State university system.

(3) Employ educators for the teacher education program(s) who are experienced and knowledgable in education of hearing impaired children, both deaf and hard-of-hearing.

Organization & Administration

SECTION VI

ORGANIZATION

ASSESSMENT:

The organization of public education for the hearing impaired has its fundamental bases in the statutes of the State of Florida. The State Board of Education, the Commissioner of Education, the Department of Education, the District School Systems, and the Board of Trustees of the Florida School for the Deaf and the Blind have responsibilities relative to the provision of education for the hearing impaired.

The State Board of Education has the responsibility for the overall supervision of education in the State. The Board is "the chief policy-making body of public education in Florida." The Commissioner is the chief educational officer and the Department of Education, District School Systems and Florida School for the Deaf and the Blind are organizationally located under the State Board of Education.

The 67 district systems and the Florida School for the Deaf and the Blind are relatively autonomous operations. The districts and the School are provided general leeway in terms of program development, although there are State regulations and laws which promote the development of a system for providing equal educational opportunity. The autonomous nature of the system makes it difficult to promote interfaces which might be required to make the system effecient and effective. Although local autonomy prevails, this does not imply that the State Board and the legislature do not have the authority to make organizational adjustments to provide improved educational opportunity for all youth. (See Appendix C for statutory and regulatory citations relative to this section.)

PROBLEM:

The current organizational mix of educational programs for the hearing impaired offered through district school systems and the Florida School for the Deaf and the Blind does not provide programs which meet the differential program needs of all hearing impaired youth in Florida.

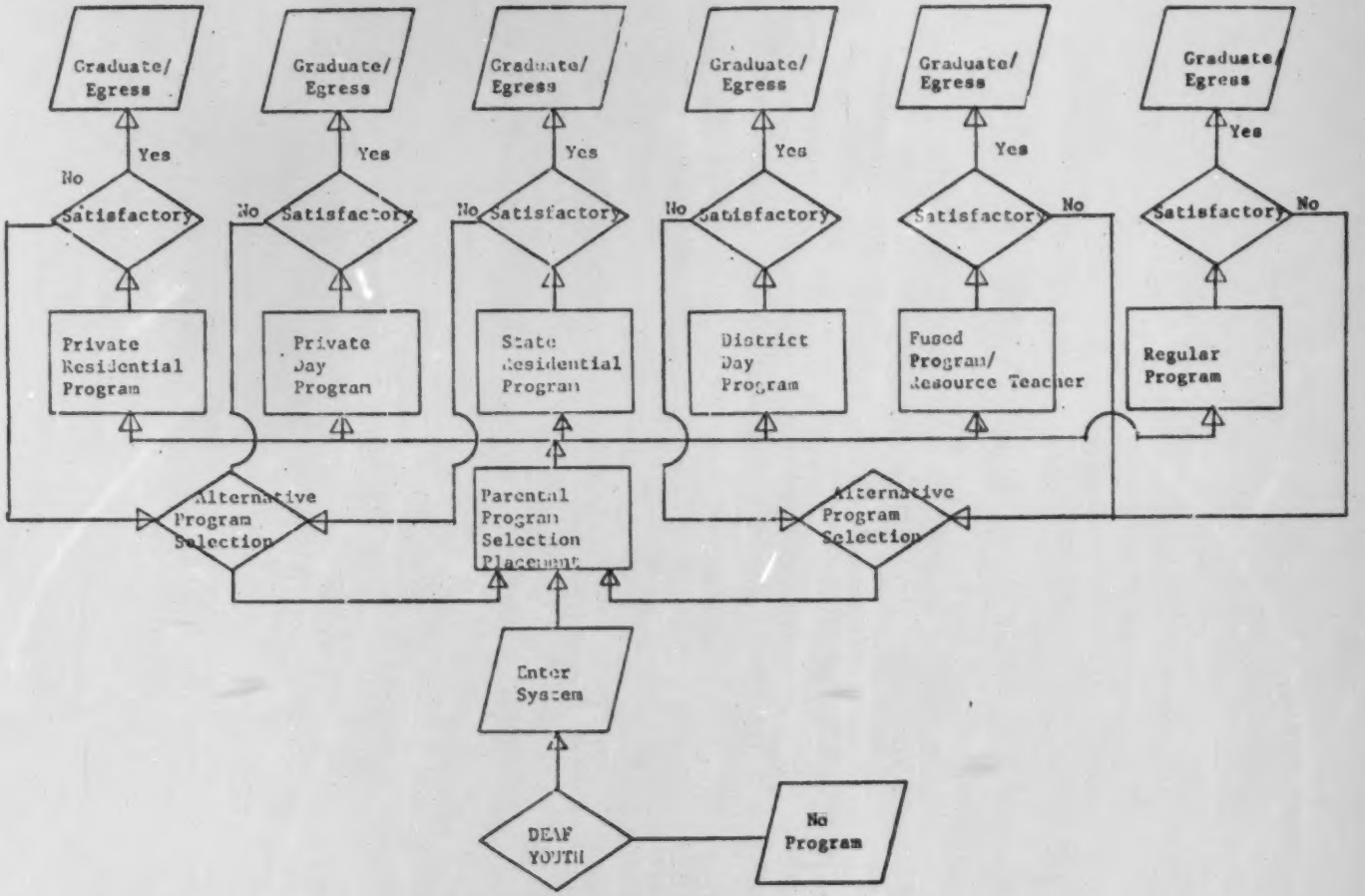
OBJECTIVES:

To provide all hearing impaired children in Florida access to a well staffed, organized and administered program of education that provides for individual learning needs and multiple program options.

To provide all hearing impaired children in Florida access to diagnostic, evaluative and educational services which guarantee program options of a quality adequate to meet the criteria described in the above material.

THREE ALTERNATIVE PLACEMENT AND ADMISSION PROGRAMS FOR THE EDUCATION OF THE DEAF IN FLORIDA

MULTIPLE CHOICE MODEL, MANDATORY PLACEMENT MODEL, AND REGIONAL FIVE-PHASE MODEL


Graduate/ Egress
Graduate/ Egress
Graduate/ Egress
Graduate/ Egress
Graduate/ Egress
Graduate/ Egress
Yes
No
Satisfactory
Private Residential Program
Private Day Program
State Residential Program
District Day Program
Fused Program/ Resource Teacher
Regular Program
Alternative Program Selection
Parental Program Selection Placement
Alternative Program Selection
Enter System
DEAF YOUTH
No Program

ALTERNATIVES

SIMULATION AND DECISION MAKING MODEL:
EDUCATION FOR THE HEARING IMPAIRED
(SCHOOL AGE)

Placement & Admissions

I. Multiple Choice - Parent of student guided by the availability of program options and is free to choose from private/public, day/residential, fused, and "regular" offerings if program is provided or if student meets state residential school criteria. Once the program option decision is made, educational placement is determined by diagnostic evaluation with parental consultation.

II. Mandatory Placement - Elementary pupils less than 40 miles or 45 minutes from school center are non-residential (day class) students. Pupils more than 40 miles or 45 minutes are residential. Secondary pupils less than 50 miles or 60 minutes from school centers are non-residential (day class) students. Pupils more than 50 miles or 60 minutes are residential students. Educational placement is determined by a diagnostic evaluation and parental consultation.

III. Recommended Placement/Multiple Options - Elementary pupils less than 40 miles or 45 minutes from the school center are in non-residential (day class) programs. Pupils 40 to 60 miles from the school center are five night residential pupils. Those 60 miles or 180 minutes from center are residential pupils. Secondary pupils less than 50 miles or 60 minutes from the school center are in non-residential (day class) programs. Pupils 50 to 100 miles from the school center are five night residential. Pupils more than 100 miles from the center are residential. Education placement based upon diagnostic evaluation and parental consultation; program provides fused, resource teacher, "regular" class and standard deaf education activities.

IV. Multiple Options - Educational and housing placement based upon diagnostic evaluation and parental consultation; program provides fused, resource teacher, "regular" class and standard deaf educational activities. No distance criteria involved.

V. Multiple Options/Level Placement - All preschool and elementary pupils served by non-residential (day class) programs. All secondary students served by central residential school. Program provides fused, resource teacher, "regular" class and standard deaf education activities.

Organization

A. Local/Regional Model (Districts and D&B - Decision making and resource allocations are made through host districts for locally determined regions. D&B School cooperates with regions to provide needed residential services. Funding for districts is by FTE allocation which is managed by the host district. D&B School receives direct State appropriation. Districts/multi county: host county, school board, superintendent, ECE coordinator, supervisors, teachers, and ancillary personnel; D&B School: Board of Trustees, President, Principal, supervisors, teachers, and ancillary personnel.

B. D&B Satellite & Regional/District Model - Decision making and resource allocation will be made through the D&B School and associated regional satellite (s). Funding is through separate state appropriation for D&B and satellite programs, and, FTE for the parallel Regional/District programs. D&B School: Board of Trustees, President, principals, supervisors, teachers, ancillary personnel; Districts/multi county: host county, school board, superintendent, ECE coordinator, supervisors, teachers and ancillary personnel.

C. D&B State Satellite Model - Decision making and resource allocation made through the D&B School and regional satellite programs. Funding is by direct State appropriation to the entire program for education for all hearing impaired through the D&B School. D&B School: Board of Trustees, President, principals, supervisors, teachers, ancillary personnel.

D. District/Regional/State Plan Model - State Regional Supervisors of the hearing impaired would be placed in five DOE regional areas and would develop comprehensive plans for the delivery of services through analysis and utilization of both private and public district resources and the D&B School. Funding is by FTE allocations to district managed by ECE Regional Planning Councils. Regions contract with D&B School for residential and other services. Regional FTE's pay for that part of the services contracted with D&B School, i.e., calculate total budget for operation of D&B School, subtract regional FTE contracted contribution and State appropriates remaining required funds. Regional Plan involving districts & D&B, regional administrator (DOE/ECE), regional deaf advisory councils, school boards, superintendents, teachers, and ancillary personnel.

E. State Model - The State Board of Education makes resource allocation and all decisions relative to a State program for the hearing impaired. Funding is entirely by the State through the SBE to the hearing impaired education sub-system. Completely under DOE/SBE.

Program Options

1. Private Residential:
   Cost Factor - $3,700.00 per student

2. Private Day Class:
   Cost Factor - $1,200.00 per student

3. State Central Residential:
   Cost Factor - $4,569.00 per student

4. Regional Five Night:
   Cost Factor - $3,440.00 per student

5. Foster Parent:
   Cost Factor -

Age	Cost
1 - 5	$69.00
6 - 11	$77.00
12 - 17	$99.00

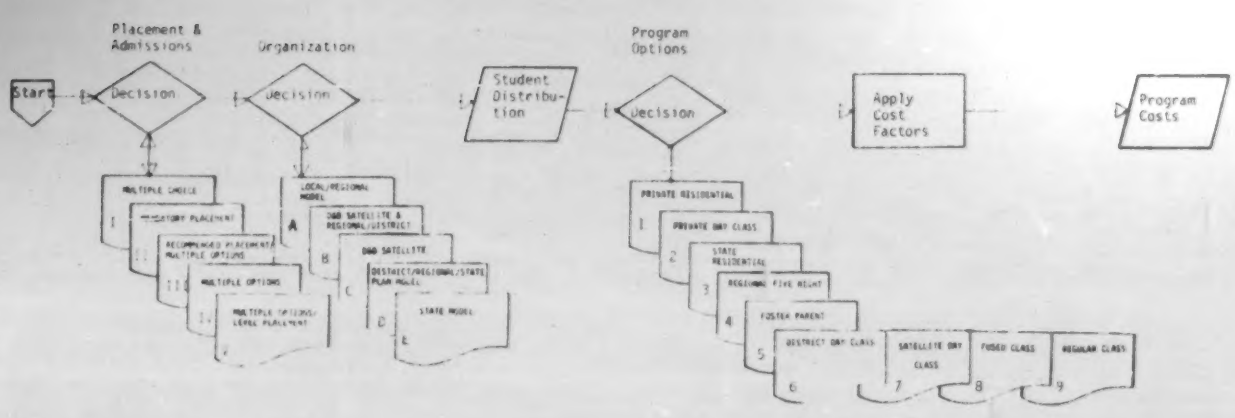
6. District Non-Residential (Day Class):
   Cost Factor - $2,368.00 per FTE student

7. Satellite Non-Residential (Day Class):
   Cost Factor - $2,368.00 per FTE student

8. Fused Class:
   Cost Factor - Those fractions of the FTE which apply to regular and special instruction.

9. Regular Class:
   Cost Factor - $587.00 per FTE student

Basic Programs	Factor
K-3	1.20
4-10	1.00
11-12	1.10



Simulation Model and Cost Factors - Limitations:

The cost factors used for the simulation activity are limited for the following reasons:

(1) Adequate time was not available to conduct an in-depth cost study. It is recommended that a cost analysis team be formed from staff of the Department of Administration, Department of Education and the School for the Deaf and the Blind to determine realistic costs. The costing for the simulation was based on the general revenue costs for the system as it exists or as requested.

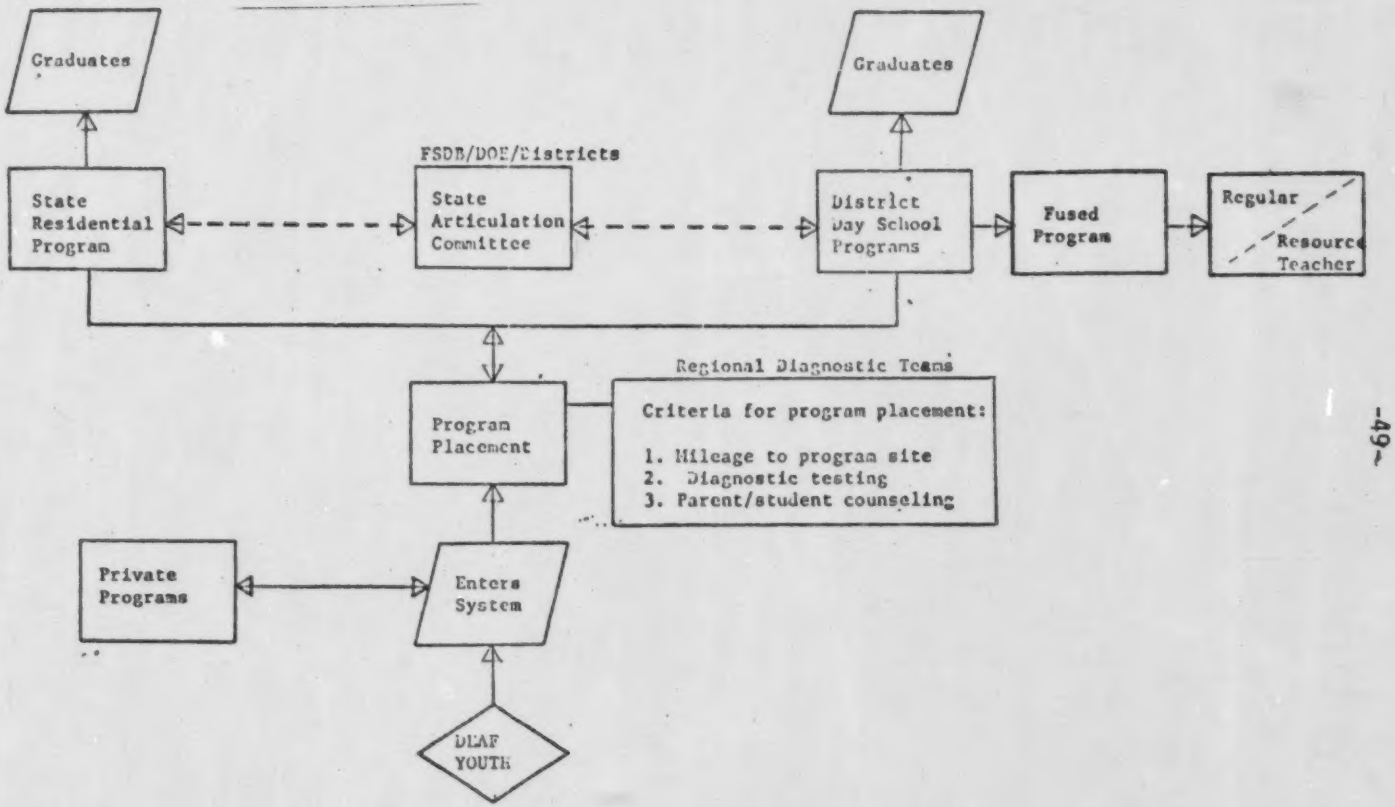
(2) The mileage and time factors were not deviated from to accomodate logical or existing consortia of districts and/or extenuating family circumstances. In some instances costs could have been reduced by making minor adjustments. Geographic characteristics of the State were not considered as a factor.

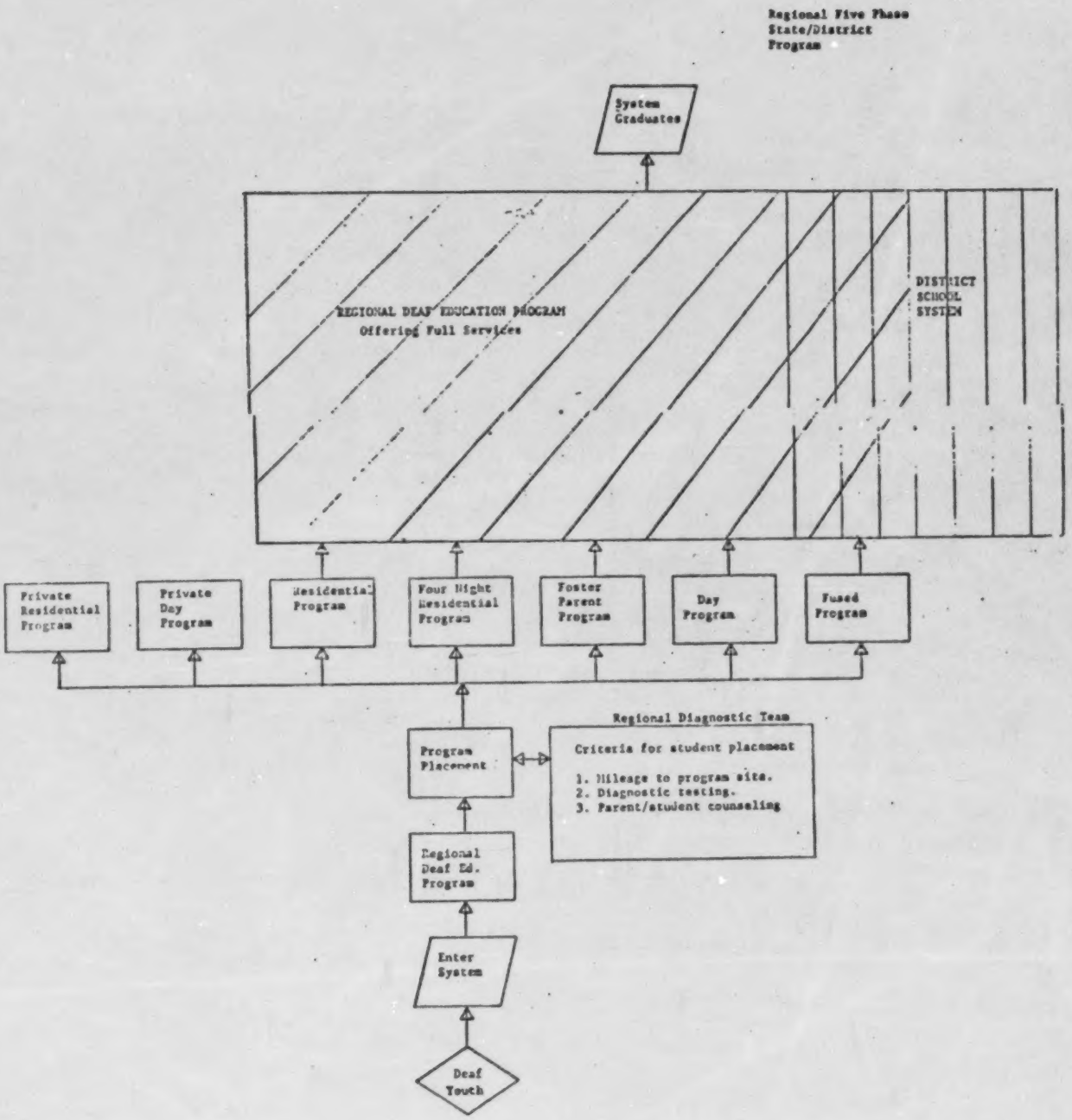
(3) Fixed capital outlay requirements were not considered but should be in a broader follow-up cost study.

(4) Economies of scale were not considered in the per student cost.

(5) Mileage criteria are based upon Standard #17, National Highway Safety Administration which states that the maximum riding time for elementary students should be 45 minutes while the maximum for Junior and Senior High should be one hour.

Day/Residential Program with
Program Articulation and
Mandatory Placement/Option to Change




Regional Five Phase
State/District
Program
System
Graduates
REGIONAL DEAF EDUCATION PROGRAM
Offering Full Services
DISTRICT
SCHOOL
SYSTEM
Private
Residential
Program
Private
Day
Program
Residential
Program
Four Night
Residential
Program
Foster
Parent
Program
Day
Program
Fused
Program
Regional Diagnostic Team
Program
Placement
Criteria for student placement
1. Mileage to program site.
2. Diagnostic testing.
3. Parent/student counseling
Regional
Deaf Ed.
Program
Enter
System
Deaf
Youth

RECOMMENDATIONS:

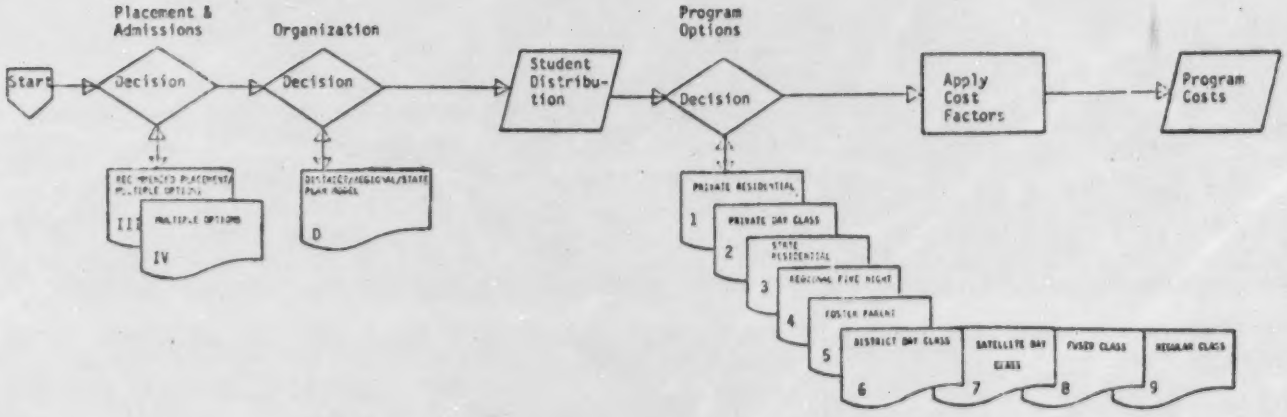
The Task Force makes the following recommendations relative to the alternatives displayed in the simulation and decision-making model: (pg. 45)

Organization - the concepts contained in Item D (district, regional, State plan model);

Placement & Admissions - the concepts contained in Item III (recommended placement/multiple options) are recommended number one, while the concepts in Item IV (multiple options) are recommended as an alternative.

Implementation Schedule - 1975-76 - Planning Year

1976-77 - Implementation



Intent of Recommendation:

The unique geographic characteristics of Florida, the incidence of the hearing impaired, and the distribution of the State population led the group to the conclusion that a regional planning process might provide the most viable alternative to the current system. This approach should allow for both the flexible and efficient use of regional resources.

The regional plan concept gives much responsibility to five regional supervisors. The persons in these positions should have the same qualifications as the DOE consultant.

A regional plan model is open-ended in terms of the final mix of programs. A regional plan could include the use of satellite programs, day programs, private programs... The final mix should reflect the imaginative utilization of existing resources and regional plans should be reviewed with the above as a prime evaluative criteria.

The education and welfare of the child should be the primary consideration of the diagnostic team. Parents are to be consulted and counseled accordingly. That is, if parents request deviation from the mileage criteria and/or recommended placement, this may be considered on a trial basis.

The regional diagnostic team shall be selected so as to not reflect bias of programs or methodology. As with the regional supervisor, these persons should be selected for their knowledge and skills in serving the hearing impaired child.

SECTION VI

ADMINISTRATION

ASSESSMENT:

In 1971-72, a rough survey of the 67 districts identified 1,184 hearing impaired children and youth in the age range of 1-21 inclusive. Five multi-county programs reported 269 hearing impaired: deaf children. Fourteen district programs reported 830 hearing impaired: deaf children. At the time of the survey, there were 616 deaf students enrolled in the Florida School for the Deaf and the Blind.

Essential elements of administration of educational programs for hearing impaired children in Florida are classified under the following five general areas of concern:

Staff personnel:

Most district programs are administered by building principals. The majority of these programs are supervised only part-time by personnel who are not trained in the area of hearing impairment. Many teachers of hearing impaired children are not certified in-field. The pupil/teacher ratio differs from program to program.

The availability and quality of support services differ from program to program. In-house supportive services are available to most programs; however, the majority of personnel lack training in the area of hearing impairment. Some programs purchase audiological, psychological and diagnostic services.

Paraprofessionals, not trained hearing impairment, are available in most programs.

Pupil Personnel:

Preschool and school age hearing impaired children face a distinct educational handicap. Their differential needs are not being met in some areas of the State. Assurance of equal educational opportunities is a must.

Curriculum and Instruction:

The curriculum and course of study, where provided, differ from program to program. The district programs differ from each other and from the residential school in St. Augustine. Communication methodology differs among programs. Some programs use the Aural/Oral Method (auditory, speech and speechreading), some use the Rochester Method (speech, speechreading, fingerspelling and amplification), and others use the Total Communication Method (signs, fingerspelling, speechreading, amplification, etc.).

Facilities and Equipment:

Programs for the education of hearing impaired children are housed in varying facilities throughout the State. The Florida School for the Deaf and the Blind has both classrooms and dormitories. Day class programs are not all housed in one school within a district; they are within or adjacent to a regular school. The equipment varies from modern to antiquated, and from scant to abundant in quantity.

School-Community Relations:

Community and parent input into educational programs is generally lacking. Administrators and supervising teachers in programs for the education of the hearing impaired communicate with parents and the public with varying degrees of success. Parents want quality programs in local communities.

PROBLEM I:

There is a lack of full-time supervisors and/or supervising teachers who are certified in the education of the hearing impaired.

OBJECTIVE I:

To provide personnel who are able to give the supervision and direction to instructional programs that will ensure quality education.

RECOMMENDATIONS I:

(1) Require full-time in-house supervision of programs by qualified educators of the hearing impaired. Supervisors shall have specialized preparation in the education of hearing impaired children and shall have developed, through experience, into master teachers of hearing impaired children. The duties of the local supervisor will include:

Supervision of instruction
Implementation of curriculum
Generate interest in the diagnostic process
Demonstration teaching
Coordination of services with local, regional and state authorities
Data gathering
Educational placement both initially and following reevaluation
Development of a profile for each pupil including medical, educational,audiological, and ancillary information from public and private organizations providing diagnosis and treatment
Follow-up of hearing impaired pupils fused into the regular schools with or without resource teachers
Local supervisors must be certified (state and national) educators of the hearing impaired
Local supervisors must be experienced teachers of the deaf

(2) Basic criteria for supervising teacher ratios in programs for the hearing impaired in the State of Florida:

	Number of teachers supervised
Preschool/Elementary	12
Secondary	15

(3) There shall be a State Consultant for the hearing impaired in

the Department of Education with the following qualifications and responsibilities:

Qualifications:

Successful experience in the education of the hearing impaired
Appropriate educational background in general education and in the education of the hearing impaired
Minimum of an earned master's degree
General knowledge of other disability areas
Ability to understand and to communicate with a variety of pertinent disciplines, institutions of higher learning, and interested groups and organizations

Responsibilities:

Provision for obtaining and maintaining demographic information as a basis for sound planning
Evaluation and reevaluation of programs for the deaf and hard-of-hearing
Stimulation of innovative and experimental programs, including itinerant teachers, regional educational centers, transportation, technological aids, and teaching aides
Coordination of regional and local programs through the supervisors of such programs
Facilitation of effective curriculum development, instructional materials, and techniques of equipment evaluation
Encouragement of organized parent involvement
Interpretation of the State program to the general public
Facilitating the formation of a State professional organization of educators of the hearing impaired
Maintaining communication with university personnel preparing teachers of the hearing impaired within the State and at the national level
Participating actively in teacher recruitment
Supporting legislative action with expert witness

PROBLEM II:

While certification is not always a measure of competency, it is a standard that indicates that a person has availed himself of a certain body of knowledge. The percentage of personnel not certified in Hearing Disabilities and/or by the requirements of the national professional body, the Council on the Education of the Deaf, is 12.4% for the State residential school, and for district programs is 33-1/3%.

OBJECTIVE II:

To provide classes for hearing impaired children with fully certified teachers by 1978.

RECOMMENDATION II:

By 1978 all teachers with less than 20 years experience teaching the hearing impaired will be required to be fully certified in-field or enrolled in a program that will lead to certification. All new teachers must be certified in-field.

PROBLEM III:

It is generally recognized that learning experiences of hearing impaired children are dependent upon individualized attention because of the nature and needs of the handicap.

OBJECTIVE III:

To provide an appropriate teacher/pupil ratio so that the hearing impaired child will have the necessary individual instruction.

RECOMMENDATION III:

Regulations of the Florida State Board of Education pertaining to Exceptional Child Education Programs (6A-6.35) recommend the following teacher/pupil ratios:

Classroom instruction for children who are deaf and hard-of-hearing

	MINIMUM LOAD	MAXIMUM LOAD
Primary age pupils	5	8
Intermediate age pupils	5	10
Junior high age pupils	8	12
Senior high age pupils	8	12

The ratio may be different according to the availability of aides, presence of problem pupils, the method of instruction employed and achievement level of pupils involved if the quality of the program is maintained.

PROBLEM IV:

While in-house supportive services are available to most programs, the personnel lack knowledge of the nature and needs of hearing impairment. Therefore, the supportive services to the programs for hearing impaired children are often inadequate and/or inappropriate or given a low priority.

OBJECTIVE IV:

To assure that every program for the hearing impaired has a support service team knowledgeable in the nature and needs of hearing impairment The team will coordinate efforts to meet the needs of individual students.

RECOMMENDATION IV:

Each program shall have or be able to purchase the support services of the following professionals who are knowledgeable in the area of hearing impairment:

Audiologist
Psychologist
Guidance Counselor
Diagnostic Teacher
Social Worker
Tutor/Resource Teacher

PROBLEM V:

Problems regarding methodology and competence in communication continue to affect parents, educators, and children.

OBJECTIVE V:

To provide every hearing impaired child with the receptive and expressive skills of communication needed to attain a quality education through the availability of alternative methods and programs.

RECOMMENDATION V:

(1) No one philosophy of communication for the hearing impaired child shall be mandated for all programs in Florida.

(2) Teachers should be competent in the communication skills used in the program in which they are employed.

APPENDIX A

DEMOGRAPHIC DATA

SURVEY OF ENROLLMENT OF DEAF CHILDREN
FLORIDA SCHOOL FOR THE DEAF
1972

COUNTY / AGE	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
Alachua			4	1				1	1			3	1						
Baker																			
Bay	1	1					1	2	1	1		1							
Bradford									1										
Brevard		2	2	1	3	1	3	3	1	3	3								
Broward			5				6	3	5	5		6	1	4					
Calhoun																			
Charlotte	1				1			1											
Citrus		1						1											
Clay											1	2	2						
Collier			4	1															
Columbia			1	1	1		1		1										
Dade		4	6			6	6	9	4	3	4	6	5	6	1				
DeSoto									2										
Dixie																			
Duval	1	3	5	7	4		1	7	8	5	5	5	4	4	3				
Escambia		1	3	1	1	3	1	3	1	1	2	2	1	1	1				
Flagler																			
Franklin												1							
Gadsden		1	1				1			1	1								
Gilchrist								1											
Glades																			
Gulf																			
Hamilton					1			1						1					
Hardee			1								1								
Hendry	1	1											1						
Hernando		1																	
Highlands								1											
Hillsborough		1	4	4		1		2	4	4	1	1	1	1	1	1			
Holmes																			
Indian River			3		1			1				1							
Jackson					2			2			1	2							
Jefferson																			
Lafayette																			
Lake			1					1							1	1			
Lee		2	5		1	2		1	1	1				1	2	1			
Leon			1					1	2	1	2	1							
Levy																			
Liberty										1									
Madison			1			1													
Manatee						1	1		1										
Marion		2	1			1			1			1	1						
Martin	1				1			1	1			1							
Monroe		1													1				
Nassau			2					1		1									
Okaloosa				1				2					2	1					
Okeechobee						1													
Orange			4		4	4		3	7	5	2	3		3	2				
Osceola																			
Palm Beach		1	2		1	1	1	2	4	5	2	3							
Pasco			1	1	1														
Pinellas	1		3				3	3	3		2	2	1	2			1		
Polk		4	1	1		6	1	4		4	2	5	2	3	1				
Putnam	1	2	2				1	2	1	1	1		1						
St. Johns		2	5	6	1	2		5	8	4	6	3	3	2					
St. Lucie			5				1												
Santa Rosa			2					2	1			1							
Sarasota			2					1											
Seminole							2	2	2	2		2							
Sumter		1	2					1											
Suwannee										1									
Taylor			1				1			1		1							
Union																			
Volusia			2		1	3		6	3	2	3	2	2						
Wakulla			1					1											
Walton						1													
Washington										1			1						
TOTAL	7	31	88	18	25	36	30	83	89	50	43	57	30	34	14	1	6		616

SURVEY OF ENROLLMENT OF DEAF CHILDREN *
OTHER PROGRAMS
1972

COUNTY / Age	0	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	+	GRAND TOTAL
Alachua																						1	1
Baker																							
Bay			3			3	4																
Bradford																							
Brevard				4		5	5	3	3	5	2	3	3	7	2	1	1						
Broward			9	1	5	10	18	4	8	6	3	10	6	7	2								
Calhoun																							
Charlotte																							
Citrus																							
Clay														1		1							
Collier			1	1			1																
Columbia																							
Dade	3	6	5	12	5	20	33	17	11	17	10	15	15	10	17	13	8	7	10	9	6	253	
DeSoto			1		1							1					2						
Dixie																							
Duval			1		2	4	3	25	3	1	4	4	2	10	3		3	1					
Escambia		1	5	2	2	3	9	4	3	4	1		3	1									
Flagler																							
Franklin																							
Gadsden		1		1			1		1	2	1		3	1	1		1						
Gilchrist							1	3	2	2	2	1	2		1								
Glades																							
Gulf																							
Hamilton																							
Hardee																							
Hendry							2	2	1		2					1	1			1			
Hernando			1		2		1	2						1									
Highlands																							
Hillsborough			9	4	6	13	24	9	3	12	4	9	6	10	2	3	2	1					
Holmes							1	2		2													
Indian River							1	1		3	2												
Jackson							2	3		1		1				1		2	1				
Jefferson																							
Lafayette																							
Lake																							
Lee			3	2			9																
Leon	1	3	5	4	6	2	13	4			2	1		1									
Levy			1			1																	
Liberty																							
Madison										1	1	2			3			1					
Manatee			2	1	1		6																
Marion			1	1			2		1			1	2										
Martin																							
Monroe		1	2					2		1		1											
Nassau					2	1	1								1								
Okaloosa			1	2	1	2	2																
Okeechobee																							
Orange		6	7	6	10	5	27	10	4	9	2	2	9	2	3	1							
Osceola							1						1										
Palm Beach	2	10	3	3	5	4	14	1	4	7	1	2	4	2	2		1	2					
Pasco						5	2	2	1														
Pinellas		2	6	3	7	8	11	5	8		1	2	4	1	2	2	1	2					
Polk		5	2	1	2	5	9	1			1		3	1		1	1						
Putnam											1		1										
St. Johns												1											
St. Lucie			1				2	3	1					2	1	1	1						
Santa Rosa					1		5		1		2												
Sarasota		1	2	3	1	2	10	1	1			1		2			2						
Seminole							1						1		1								
Sumter				1																			
Suwannee																							
Taylor																							
Union																							
Volusia				3	1	2	5					1	1	2									
Wakulla																							
Walton								2		1						1							
Washington																							
TOTAL	6	36	68	56	68	98	229	118	53	76	44	63	67	61	51	28	21	16	11	10	6	1184	1800
FSD					7	31	88	18	25	36	30	84	69	50	43	57	30	34	14	1		616	
GRAND TOTAL	6	36	68	56	75	129	317	136	78	112	74	147	136	111	94	85	51	50	25	11	6	1800	

86 children included in above "Other Programs" are not enrolled
32 children included in above "Other Programs" are in Private Schools

***Figures are approximations.**

	Under 5	Severe Loss .05%	Marked Loss .2%	Hard of Hearing 1.5%	General Rate .1%
Alachua	8,785	4	18	132	9
Baker	858	0	1	13	1
Bay	6,625	3	13	99	7
Bradford	1,155	1	2	17	1
Brevard	20,198	10	40	303	20
Broward	41,352	21	83	620	41
Calhoun	697	0	1	10	1
Charlotte	1,096	1	2	16	1
Citrus	1,018	1	2	15	1
Clay	3,106	2	6	47	3
Collier	2,897	1	6	43	3
Columbia	2,258	1	5	34	2
Dade	86,172	43	172	1,293	86
De Soto	950	1	2	14	1
Dixie	559	0	1	8	1
Duval	45,477	23	91	682	45
Escambia	18,175	9	36	272	18
Flagler	357	0	1	5	0
Franklin	585	0	1	9	1
Gadsden	3,573	2	7	54	4
Gilchrist	284	0	1	4	0
Glades	346	0	1	5	0
Gulf	927	1	2	14	1
Hamilton	743	0	1	11	1
Hardee	1,521	1	3	23	2
Hendry	1,237	1	3	19	1
Hernando	1,188	1	2	18	1
Highlands	2,176	1	4	33	2
Hillsborough	40,465	20	81	607	40
Holmes	817	0	2	12	1
Indian River	2,824	1	6	42	3
Jackson	2,563	1	5	38	3
Jefferson	765	0	2	11	1
Lafayette	256	0	1	4	0
Lake	4,620	2	9	69	5
Lee	7,266	4	15	109	7
Leon	8,522	4	17	128	9
Levy	1,032	1	2	15	1
Liberty	300	0	1	5	0
Madison	1,142	1	2	17	1
Manatee	5,363	3	11	80	5
Marion	5,646	3	11	85	6
Martin	1,944	1	4	29	2
Monroe	4,371	2	9	66	4
Nassau	1,936	1	4	29	2
Okaloosa	8,208	4	16	123	8
Okeechobee	1,083	1	2	16	1
Orange	27,337	14	55	410	27
Osceola	1,802	1	4	27	2
Palm Beach	25,321	13	51	380	25
Pasco	3,839	2	8	58	4
Pinellas	27,085	14	54	406	27
Polk	18,829	9	38	282	19
Putman	3,121	2	6	47	3
St. Johns	2,203	1	4	33	2
St. Lucie	4,441	2	9	67	4
Santa Rosa	3,343	2	7	50	3
Sarasota	5,780	3	12	87	6
Seminole	7,553	4	15	113	8
Sumter	1,162	1	2	17	1
Suwannee	1,334	1	3	20	1
Taylor	1,173	1	2	18	1
Union	463	0	1	7	1
Volusia	10,259	5	21	154	10
Wakulla	603	0	1	9	1
Walton	1,151	1	2	17	1
Washington	942	1	2	14	1
TOTAL	501,179	254	1,004	7,514	500

Source: Bureau of the Census, Population Division. 1970 Census of Population: General Characteristics--Florida (Washington, D.C.: U.S. Department of Commerce, 1971). Final Report PC(1) -B11 Florida.

	5 to 9 Years	Severe Loss .05%	Marked Loss .2%	Hard of Hearing 1.5%	General Rate .1%
Alachua	9,397	5	19	141	9
Baker	947	0	2	14	1
Bay	8,083	4	16	121	8
Bradford	1,387	1	3	21	1
Brevard	26,958	13	54	404	27
Broward	50,300	25	101	755	50
Calhoun	760	0	2	11	1
Charlotte	1,423	1	3	21	1
Citrus	1,311	1	3	20	1
Clay	3,933	2	8	59	4
Collier	3,463	2	7	52	3
Columbia	2,724	1	6	41	3
Dade	107,062	54	214	1,606	107
De Soto	1,199	1	2	18	1
Dixie	593	0	1	9	1
Duval	53,214	27	106	798	53
Escambia	21,230	11	43	318	21
Flagler	420	0	1	6	0
Franklin	726	0	1	11	1
Gadsden	4,216	2	8	63	4
Gilchrist	374	0	1	6	0
Glades	427	0	1	6	0
Gulf	1,055	1	2	16	1
Hamilton	828	0	2	12	1
Hardee	1,604	1	3	24	2
Hendry	1,393	1	3	21	1
Hernando	1,487	1	3	22	1
Highlands	2,575	1	5	39	3
Hillsborough	47,840	24	96	718	48
Holmes	901	0	2	14	1
Indian River	3,292	2	7	49	3
Jackson	3,104	2	6	47	3
Jefferson	942	0	2	14	1
Lafayette	278	0	1	4	0
Lake	5,821	3	12	87	6
Lee	8,646	4	17	130	9
Leon	9,318	5	19	140	9
Levy	1,306	1	3	20	1
Liberty	305	0	1	5	0
Madison	1,296	1	3	19	1
Manatee	6,269	3	13	94	6
Marion	6,599	3	13	99	7
Martin	2,274	1	5	34	2
Monroe	4,722	2	9	71	5
Nassau	2,324	1	5	35	2
Okaloosa	10,477	5	21	157	10
Okeechobee	1,286	1	3	19	1
Orange	34,527	17	69	518	35
Osceola	2,091	1	4	31	2
Palm Beach	29,605	15	59	444	30
Pasco	4,496	2	9	67	4
Pinellas	33,566	17	67	503	34
Polk	22,268	11	45	334	22
Putnam	3,822	2	8	57	4
St. Johns	3,026	2	6	45	3
St. Lucie	4,855	2	10	73	5
Santa Rosa	4,027	2	8	60	4
Sarasota	7,302	4	15	110	7
Seminole	9,082	5	18	136	9
Sumter	1,339	1	3	20	1
Suwannee	1,562	1	3	23	2
Taylor	1,439	1	3	22	1
Union	607	0	1	9	1
Volusia	12,781	6	26	192	13
Wakulla	673	0	1	10	1
Walton	1,392	1	3	21	1
Washington	1,165	1	2	17	1
TOTAL	605,714	304	1,218	9,085	601

Source: Bureau of the Census, Population Division. 1970 Census of Population: General Characteristics--Florida (Washington, D.C.: U.S. Department of Commerce, 1971), Final Report PC91) -811 Florida.

	10 to 14 Years	Severe Loss .05%	Marked Loss .2%	Hard of Hearing 1.5%	General Rate .1%
Alachua	9,464	5	19	142	10
Baker	1,044	1	2	16	1
Bay	8,504	0	17	128	9
Bradford	1,582	1	3	24	2
Brevard	27,780	14	56	417	28
Broward	53,251	27	107	799	53
Calhoun	886	0	2	13	1
Charlotte	1,646	1	3	25	2
Citrus	1,536	1	3	23	2
Clay	3,768	2	8	57	4
Collier	3,471	2	7	52	4
Columbia	2,918	2	6	44	3
Dade	113,205	57	226	1,698	113
De Soto	1,176	1	2	18	1
Dixie	597	0	1	9	1
Duval	56,117	28	112	842	56
Escambia	22,447	11	45	337	22
Flagler	489	0	1	7	1
Franklin	741	0	1	11	1
Gadsden	4,519	2	9	68	5
Gilchrist	392	0	1	6	0
Glades	429	0	1	6	0
Gulf	1,194	1	2	18	1
Hamilton	935	0	2	14	1
Hardee	1,581	1	3	24	2
Hendry	1,341	1	3	20	1
Hernando	1,582	1	3	24	2
Highlands	2,791	1	6	42	3
Hillsborough	49,151	25	98	737	49
Holmes	1,080	1	2	16	1
Indian River	3,693	2	7	55	4
Jackson	3,883	2	8	58	4
Jefferson	1,135	1	2	17	1
Lafayette	276	0	1	4	0
Lake	6,292	3	13	96	6
Lee	9,069	5	18	136	9
Leon	9,547	5	19	143	10
Levy	1,380	1	3	21	1
Liberty	403	0	1	6	0
Madison	1,517	1	3	23	2
Manatee	7,107	4	14	107	7
Marion	7,208	4	14	108	7
Martin	2,452	1	5	37	3
Monroe	4,416	2	9	66	0
Nassau	2,582	1	5	39	3
Okaloosa	10,883	5	22	163	11
Okeechobee	1,417	1	3	21	1
Orange	36,778	18	74	552	37
Osceola	2,270	1	5	34	2
Palm Beach	31,128	16	62	467	31
Pasco	4,912	2	10	74	5
Pinellas	37,423	19	75	561	37
Polk	23,271	12	47	349	23
Putnam	4,196	2	8	63	4
St. Johns	3,373	2	7	51	3
St. Lucie	5,130	3	10	77	5
Santa Rosa	4,288	2	9	64	4
Sarasota	8,470	4	17	127	8
Seminole	9,533	5	19	143	10
Sumter	1,449	1	3	22	1
Suwannee	1,686	1	3	25	2
Taylor	1,601	1	3	26	2
Union	577	0	1	9	1
Volusia	14,320	7	29	215	14
Wakulla	709	0	1	11	1
Walton	1,782	1	4	27	2
Washington	1,241	1	2	19	1
TOTAL	643,014	322	1,287	9,651	641

Source: Bureau of the Census, Population Division. 1970 Census of Population: General Characteristics--Florida (Washington, D.C.: U.S. Department of Commerce, 1971), Final Report PC91)-B11 Florida.

	15 to 19 Years	Severe Loss .05%	Marked Loss .2%	Hard of Hearing 1.5%	General Rate .1%
Alachua	12,620	6	25	189	13
Baker	951	1	2	14	1
Bay	7,132	4	14	107	7
Bradford	1,446	1	3	22	1
Brevard	20,982	11	42	315	21
Broward	45,216	23	90	678	45
Calhoun	740	0	1	11	1
Charlotte	1,350	1	3	20	1
Citrus	1,273	1	3	19	1
Clay	2,885	1	6	43	3
Collier	2,824	1	6	42	3
Columbia	2,500	1	5	38	3
Dade	103,050	52	206	1,546	103
De Soto	1,020	1	2	15	1
Dixie	521	0	1	8	1
Duval	51,083	26	102	766	51
Escambia	20,628	10	41	309	21
Flagler	374	0	1	6	0
Franklin	589	0	1	9	1
Gadsden	3,754	2	8	56	4
Gilchrist	312	0	1	5	0
Glades	320	0	1	5	0
Gulf	1,031	1	2	15	1
Hamilton	765	0	2	11	1
Hardee	1,459	1	3	22	2
Hendry	1,036	1	2	16	1
Hernando	1,215	1	2	18	1
Highlands	2,274	1	5	34	2
Hillsborough	43,903	22	88	659	44
Holmes	977	1	2	15	1
Indian River	2,876	1	6	43	3
Jackson	4,180	2	8	63	4
Jefferson	973	1	2	15	1
Lafayette	288	0	1	4	0
Lake	5,575	3	11	84	6
Lee	7,751	4	16	116	8
Leon	12,496	6	25	187	13
Levy	1,177	1	2	18	1
Liberty	348	0	1	5	0
Madison	1,667	1	3	25	2
Manatee	6,439	3	13	97	6
Marion	6,321	3	13	95	6
Martin	2,155	1	4	32	2
Monroe	4,116	2	8	62	4
Nassau	2,062	1	4	31	2
Okaloosa	7,960	4	16	119	8
Okeechobee	1,336	1	3	20	1
Orange	34,081	17	68	511	34
Osceola	1,878	1	4	28	2
Palm Beach	27,035	14	54	406	27
Pasco	4,624	2	9	69	5
Pinellas	34,126	17	68	512	34
Polk	20,905	10	42	314	21
Putman	3,449	2	7	52	3
St. Johns	2,952	2	6	44	3
St. Lucie	4,506	2	9	68	5
Santa Rosa	3,586	2	7	54	4
Sarasota	7,959	4	16	119	8
Seminole	7,559	4	15	113	8
Sumter	1,528	1	3	23	2
Suwannee	1,528	1	3	23	2
Taylor	1,354	0	3	20	1
Union	731	0	2	11	1
Volusia	13,863	7	28	208	14
Wakulla	572	0	1	9	1
Walton	1,531	1	3	23	2
Washington	1,059	1	2	16	1
TOTAL	576,776	292	1,156	8,652	580

Source: Bureau of the Census, Population Division. 1970 Census of Population: General Characteristics--Florida (Washington, D.C.: U.S. Department of Commerce, 1971), Final Report PC(1)-B11 Florida.

	Under 18 Years	Severe Loss .05%	Marked Loss .2%	Hard of Hearing 1.5%	General Rate .1%
Alachua	32,923	17	66	494	33
Baker	3,470	2	7	52	3
Bay	27,824	14	56	417	28
Bradford	5,039	3	10	76	5
Brevard	89,062	45	178	1,336	89
Broward	174,416	87	349	2,616	174
Calhoun	2,822	1	6	42	3
Charlotte	5,083	3	10	76	5
Citrus	4,751	2	10	71	5
Clay	12,787	6	26	192	13
Collier	11,672	6	23	175	12
Columbia	9,516	5	19	143	10
Dade	370,656	185	741	5,560	371
De Soto	4,020	2	8	60	4
Dixie	2,091	1	4	31	2
Duval	185,836	93	371	2,788	185
Escambia	74,105	37	148	1,112	74
Flagler	1,516	1	3	23	2
Franklin	2,455	1	5	37	3
Gadsden	14,827	7	30	222	15
Gilchrist	1,264	1	3	19	1
Glades	1,419	1	3	21	1
Gulf	3,891	2	8	58	4
Hamilton	3,011	2	6	45	3
Hardee	5,626	3	11	84	6
Hendry	4,688	2	9	70	5
Hernando	5,057	3	10	76	5
Highlands	9,079	5	18	136	9
Hillsborough	164,278	82	329	2,464	164
Holmes	3,436	2	7	52	3
Indian River	11,812	6	24	177	12
Jackson	12,190	6	24	183	12
Jefferson	3,479	2	7	52	3
Lafayette	1,002	0	2	15	1
Lake	20,391	10	41	306	20
Lee	30,070	15	60	451	30
Leon	32,568	16	65	489	33
Levy	4,521	2	9	68	5
Liberty	1,238	1	2	19	1
Madison	4,818	2	10	72	5
Manatee	22,862	11	46	343	23
Marion	23,664	12	47	355	24
Martin	7,946	4	16	119	8
Monroe	15,701	8	31	236	16
Nassau	8,295	4	17	124	8
Okaloosa	34,577	17	69	519	35
Okeechobee	4,810	2	10	72	5
Orange	119,669	60	239	1,795	120
Osceola	7,411	4	15	111	7
Palm Beach	103,547	51	207	1,553	104
Pasco	16,032	8	32	240	16
Pinellas	120,167	60	240	1,803	120
Polk	77,529	39	155	1,163	78
Putnam	13,354	7	27	200	13
St. Johns	10,479	5	21	157	11
St. Lucie	17,397	9	35	261	17
Santa Rosa	13,836	7	28	208	14
Sarasota	26,637	13	53	400	27
Seminole	31,283	16	63	469	31
Sumter	4,875	2	10	73	5
Suwannee	5,578	3	11	84	6
Taylor	5,121	3	10	77	5
Union	2,072	1	4	31	2
Volusia	45,656	23	91	685	46
Wakulla	2,362	1	5	35	2
Walton	5,384	3	11	81	5
Washington	4,088	2	8	61	4
TOTAL	2,109,041	1,056	4,220	31,635	2,110

Source: Bureau of the Census, Population Division. 1970 Census of Population: General Characteristics--Florida (Washington, D.C.: U.S. Department of Commerce, 1971), Final Report PC(1)-B11 Florida.

1980 PROJECTIONS OF POPULATION[1] AND APPLICATION OF INCIDENCE RATES

	0-14 Years	Severe Loss .05%	Marked Loss .2%	Hard of Hearing 1.5%	General Incidence Rate .1%
Alachua	33,750	17	67	506	34
Baker	3,210	2	6	48	3
Bay	25,050	13	50	376	25
Bradford	4,055	2	8	61	4
Brevard	80,000	40	160	1,200	80
Broward	198,000	99	396	2,970	198
Calhoun	2,420	1	5	36	2
Charlotte	6,720	3	13	101	7
Citrus	6,300	3	13	95	6
Clay	14,305	7	29	215	14
Collier	12,640	6	25	190	13
Columbia	9,750	5	20	146	10
Dade	368,000	184	736	5,520	368
De Soto	3,750	2	8	56	4
Dixie	1,955	1	4	29	2
Duval	177,190	89	354	2,658	177
Escambia	69,600	35	139	1,044	70
Flagler	1,595	1	3	24	2
Franklin	2,130	1	4	32	2
Gadsden	11,100	6	22	167	11
Gilchrist	1,245	1	2	19	1
Glades	1,375	1	3	21	1
Gulf	3,255	2	7	49	3
Hamilton	2,560	1	5	38	3
Hardee	5,365	3	11	80	5
Hendry	4,895	2	10	73	5
Hernando	6,120	3	12	92	6
Highlands	9,120	5	18	137	9
Hillsborough	154,980	77	310	2,325	155
Holmes	2,860	1	6	43	3
Indian River	12,010	6	24	180	12
Jackson	9,800	5	20	147	10
Jefferson	2,625	1	5	39	3
Lafayette	785	0	2	12	1
Lake	19,750	10	40	296	20
Lee	36,645	18	73	550	37
Leon	33,800	17	68	507	34
Levy	4,555	2	9	68	5
Liberty	1,045	1	2	16	1
Madison	3,770	2	8	57	4
Manatee	23,750	12	48	356	24
Marion	24,190	12	48	363	24
Martin	9,360	5	19	140	9
Monore	13,080	7	26	196	13
Nassau	7,840	4	16	118	8
Okaloosa	36,290	18	73	544	36
Okeechobee	4,385	2	9	66	4
Orange	149,500	75	299	2,243	150
Osceola	10,080	5	20	151	10
Palm Beach	112,800	56	226	1,692	113
Pasco	20,700	10	41	311	21
Pinellas	114,390	57	229	1,716	114
Polk	79,830	40	160	1,197	80
Putnam	12,150	6	24	182	12
St. Johns	10,420	5	21	156	10
St. Lucie	16,070	8	32	241	16
Santa Rosa	14,550	7	29	218	15
Sarasota	33,000	17	66	495	33
Seminole	39,035	20	79	586	39
Sumter	4,810	2	10	72	5
Suwannee	4,620	2	9	69	5
Taylor	4,230	2	8	63	4
Union	1,740	1	3	26	2
Volusia	45,780	23	92	687	46
Wakulla	2,355	1	5	35	2
Walton	4,450	2	9	67	4
Washington	4,620	2	9	69	5
TOTAL	2,152,105	1,076	4,306	32,282	2,154

[1] Source: Bureau of Economic and Business Research Population Studies Gainesville, Florida: University of Florida, March, 1973.

1980 PROJECTIONS OF POPULATION [1] AND APPLICATION OF INCIDENCE RATES

	15-21 Years	Severe Loss .05%	Marked Loss .2%	Hard of Hearing 1.5%	General Incidence Rate .1%
Alachua	27,000	14	54	405	27
Baker	1,390	1	3	21	1
Bay	10,020	5	20	150	10
Bradford	2,030	1	4	30	2
Brevard	27,500	14	55	413	28
Broward	81,000	41	162	1,215	81
Calhoun	935	1	2	14	1
Charlotte	2,520	1	5	38	3
Citrus	2,400	1	5	36	2
Clay	4,915	3	10	74	5
Collier	5,420	3	11	81	5
Columbia	4,225	2	9	63	4
Dade	160,000	80	320	2,400	160
De Soto	1,350	1	3	20	1
Dixie	820	0	2	12	1
Duval	85,540	43	171	1,283	86
Escambia	36,000	18	72	540	36
Flagler	625	0	1	9	1
Franklin	835	0	2	13	1
Gadsden	4,400	2	9	66	4
Gilchrist	515	0	1	8	1
Glades	475	0	1	7	1
Gulf	1,310	1	3	20	1
Hamilton	960	1	2	14	1
Hardee	2,070	1	4	31	2
Hendry	1,685	1	3	25	2
Hernando	2,295	1	5	34	2
Highlands	3,800	2	8	57	4
Hillsborough	68,880	34	138	1,033	69
Holmes	1,320	1	3	20	1
Indian River	4,390	2	9	66	4
Jackson	5,250	3	11	79	5
Jefferson	1,150	1	2	17	1
Lafayette	350	0	1	5	0
Lake	8,230	4	16	123	8
Lee	13,960	7	28	209	14
Leon	26,000	13	52	390	26
Levy	1,885	1	4	28	2
Liberty	470	0	1	7	1
Madison	2,080	1	4	31	2
Manatee	10,000	5	20	150	10
Marion	9,505	5	19	143	10
Martin	3,665	2	7	55	4
Monroe	7,085	4	14	106	7
Nassau	2,940	5	6	44	3
Okaloosa	17,010	9	34	255	17
Okeechobee	1,780	1	4	27	2
Orange	66,445	33	133	997	66
Osceola	3,780	2	8	57	4
Palm Beach	47,000	24	94	705	47
Pasco	9,200	5	18	138	9
Pinellas	47,665	24	95	715	48
Polk	31,360	16	63	470	31
Putnam	4,860	2	10	73	5
St. Johns	4,630	2	9	69	5
St. Lucie	6,180	3	12	93	6
Santa Rosa	7,275	4	15	109	7
Sarasota	11,550	6	23	173	12
Seminole	14,805	7	30	222	15
Sumter	2,590	1	5	39	3
Suwannee	1,980	1	4	30	2
Taylor	1,835	1	4	28	2
Union	1,220	1	2	18	1
Volusia	23,980	12	48	360	24
Wakulla	910	0	2	14	1
Walton	2,015	1	4	30	2
Washington	1,980	1	4	30	2
TOTAL	949,285	482	1,903	14,236	951

[1] Source: Bureau of Economic and Business Research Population Studies (Gainesville, Florida: University of Florida), March, 1973.

GENERAL INCIDENCE RATE APPLIED TO STATE POPULATION BY COUNTIES

	Preliminary Estimate 1972	General .1% Incidence Rate
Alachua	111,400	111
Baker	9,500	10
Bay	77,100	77
Bradford	14,900	15
Brevard	234,400	234
Broward	681,500	682
Calhoun	7,700	8
Charlotte	30,700	31
Citrus	21,600	22
Clay	34,800	35
Collier	42,900	43
Columbia	26,800	27
Dade	1,340,700	1,341
De Soto	13,500	14
Dixie	5,700	6
Duval	546,900	547
Escambia	212,900	213
Flagler	4,700	5
Franklin	7,200	7
Gadsden	38,700	39
Gilchrist	3,700	4
Glades	3,800	4
Gulf	10,200	10
Hamilton	7,800	8
Hardee	15,400	15
Hendry	12,600	13
Hernando	18,300	18
Highlands	31,400	31
Hillsborough	508,600	509
Holmes	10,700	11
Indian River	38,200	38
Jackson	34,500	35
Jefferson	8,600	9
Lafayette	2,900	3
Lake	72,200	72
Lee	120,400	120
Leon	109,000	109
Levy	13,400	13
Liberty	3,400	3
Madison	13,400	13
Manatee	103,200	103
Marion	72,800	73
Martin	30,800	31
Monroe	53,00	53
Nassau	21,500	22
Okaloosa	93,700	94
Okeechobee	11,800	12
Orange	390,300	390
Osceola	28,900	29
Palm Beach	375,400	375
Pasco	84,500	85
Pinellas	547,200	547
Polk	239,500	240
Putnam	37,200	37
St. Johns	32,100	32
St. Lucie	53,200	53
Santa Rosa	40,100	40
Sarasota	130,200	130
Seminole	94,900	95
Sumter	15,600	16
Suwannee	15,800	16
Taylor	13,700	14
Union	8,300	8
Volusia	180,100	180
Wakulla	6,600	7
Walton	16,200	16
Washington	12,500	13
TOTAL	7,211,200	7,216

Source: Bureau of Economic and Business Research Population Studies (Gainesville, Florida: University of Florida), August, 1972.

APPENDIX B

SAMPLE SIMULATIONS FROM
SIMULATION AND DECISION MAKING MODEL

SAMPLE

Simulation A,I

Program Options	Estimated Cost/Student	Estimated No. of FTE's	Total
1. Private Residential	$ 3,700	20	$ 74,000
2. Private Day Class	1,200	12	14,400
3. State Residential	4,569	616	2,814,504
4. Five Night Residential			
5. Foster Parent			
6. Day Classes District	2,368	1,066	2,524,288
7. Day Classes Satellite			
8. Fused Class			
9. Regular Class			
Unenrolled		86	
Total		1,800	5,427,192

118 students or 6% are private/non-enrolled

Assumptions: A 1,800 full-time equivalent student population. One residential school nineteen district/multi-county program. Current distribution of students (1971-72 survey data).

SAMPLE

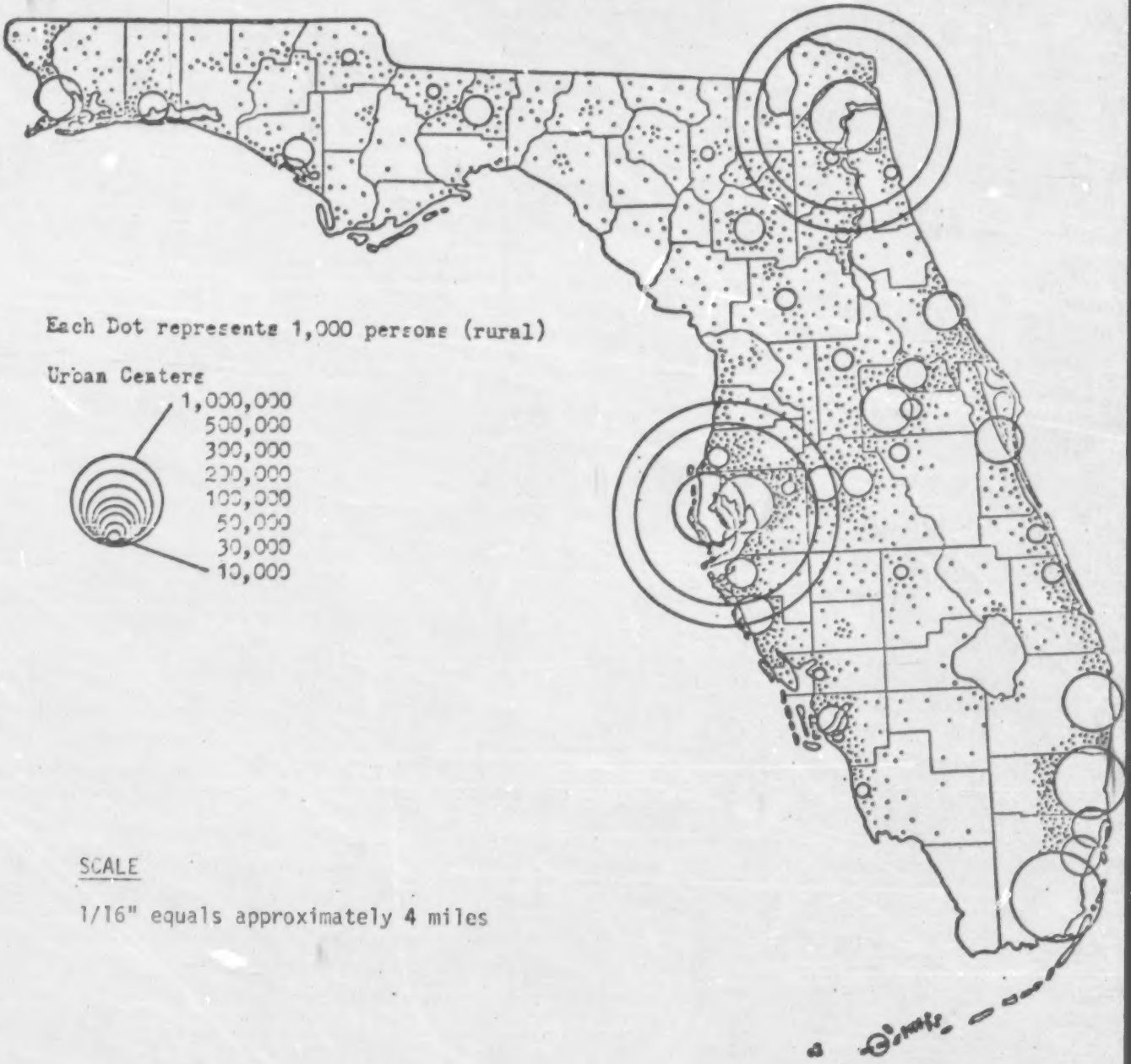
Simulation B,II

Assumptions: 1,800 full-time equivalent student population. One central residential school in St. Augustine and two satellite schools in two major metropolitan areas (Region 4 and Region 2). A small percentage (10%) might continue to require residential services and some (10%) might remain in district program.

Programs Options	Estimated Cost/Student	Estimated No. of FTE's	Total
1. Private Residential	$ 3,700	20	$ 74,000
2. Private Day Class	1,200	12	14,400
3. State Residential	4,569	413	1,886,997
4. Five Night Residential			
5. Foster Parent			
6. Day Classes District	2,368	444	1,051,392
7. Day Classes Satellite	2,368	825	1,953,600
8. Fused Class			
9. Regular Class			
Unenrolled		86	
Total		1,800	$ 4,980,389

118 students or 6% are private/non-enrolled

DISTRIBUTION OF FLORIDA'S POPULATION
1970



SCALE

1/16" equals approximately 4 miles

Work Sheet - B, II

	State Resid.	Satellite	District Day	Total	
ALACHUA	11		1	12	
BAKER		1		1	
BAY	8		10	18	
BRADFORD		2	[illegible]	62	
BREVARD	26		53	79	
BROWARD	33		92	125	
CALHOUN	0		0	0	
CHARLOTTE	3	1		3	
CITRUS	2			2	
CLAY		96	1	7	
COLLIER	5		3	8	
COLUMBIA	4	1		5	
DADE	60		253	313	
DE SOTO	3	4	21	5	
DIXIE	2			2	
DUVAL	6	[illegible] 100	33	139	
ESCAMBIA	22		37	59	
FLAGLER	2			2	
FRANKLIN	1			1	
GADSDEN	5		13	18	
GILCHRIST	1		14	15	
GLADES	0			0	
GULF				0	
HAMILTON	2			2	
HARDEE	1	1		2	
HENDRY	3		10	13	
HERNANDO	1	1	26	8	
HIGHLANDS	2			2	
HILLSBOROUGH	[illegible] 3	139 [illegible]		142	
HOLMES	3			6	
INDIAN RIVER	6		3 8	14	
JACKSON	7		12	19	
JEFFERSON				0	
LAFAYETTE				0	
LAKE	5			5	
LEE	18		14	32	
LEON	10		42	52	
LEVY			2	2	
LIBERTY				0	
MADISON	3		8	11	
MANATEE	1	12		13	
MARION	4		8	17	
MARTIN	5			5	
MONROE	2		7	9	
NASSAU		8	1	9	
OKALOOSA	6		8	14	
OKEECHOBEE	2		1	3	
ORANGE	41		108	149	
OSCEOLA	1		5	6	
PALM BEACH	22		67	89	
PASCO		16	1	17	
PINELLAS	2	74	6	82	
POLK	[illegible]	[illegible]	28	64	
PUTNAM	-	17 11		17	
ST. JOHNS		46		46	
ST. LUCIE	6		12	18	
SANTA ROSA	6		9	15	
SARASOTA		26	3	29	
SEMINOLE	10		3	13	
SUMTER	4		1	5	
SUWANNEE	1			1	
TAYLOR	4			4	
UNION				0	
VOLUSIA	24		15	39	
WAKULLA	2			2	
WALTON	1		5	6	
WASHINGTON	2			2	
TOTAL	413	484	902	1,800	
		(40)	- 70		
		444	825		

SAMPLE

Simulation C,III

Assumptions:

Overall - A population of 1,800 full-time equivalent students with one central residential school. Age twelve is secondary program.

Region #1 - Two regional five night residential centers (Escambia and Leon Counties)

Region #2 - One regional five night residential and the State residential center (St. Johns County)

Region #3 - One five night residential facility (Orange County)

Region #4 - One five night residential facility (Hillsborough County)

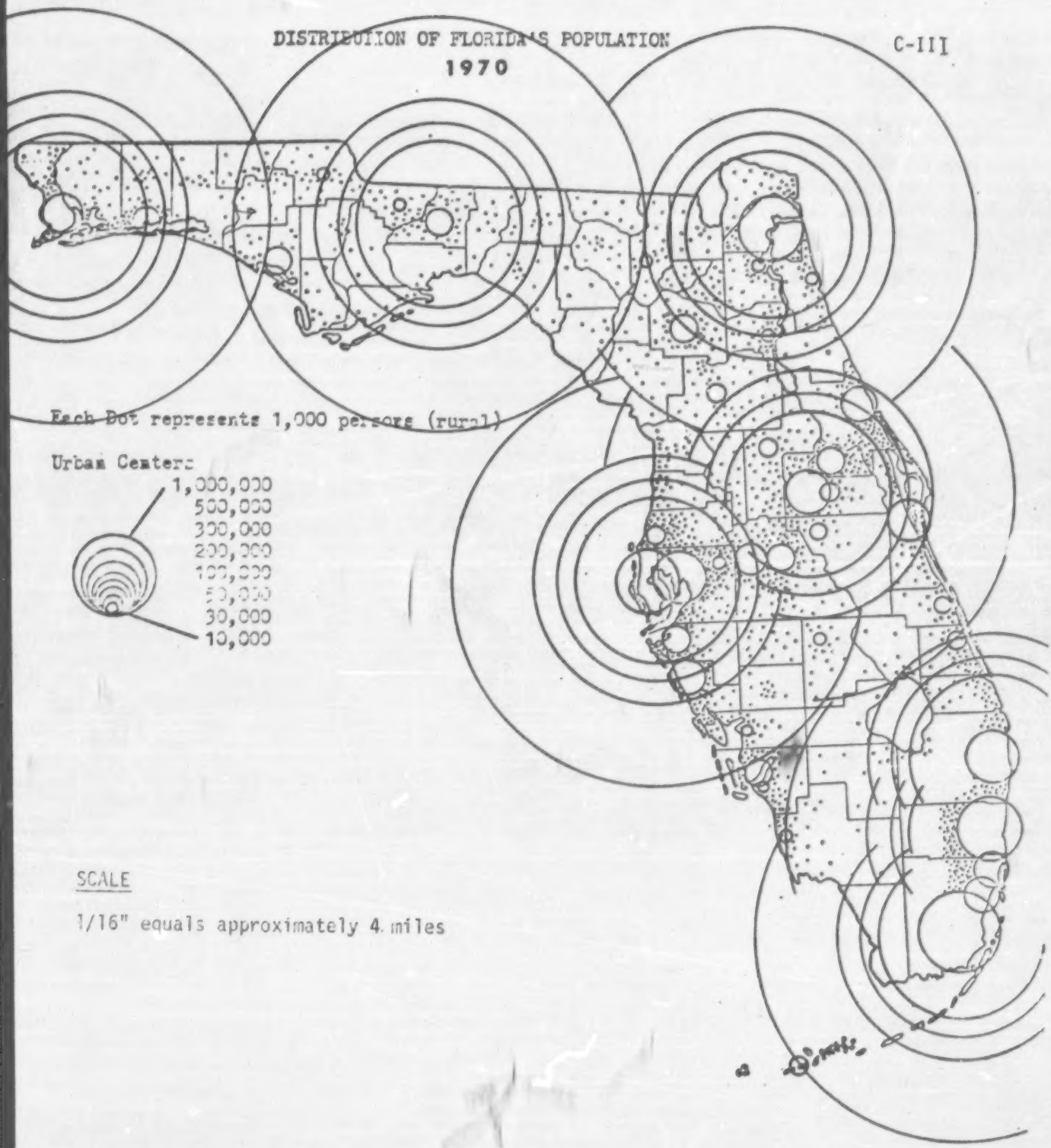
Region #5 - Three major day class satellite programs (Palm Beach, Broward and Dade)

Program Options	Estimated Cost/Student	Estimated No. of FTE's	Total
1. Private Residential	$ 3,700	20	$ 74,000
2. Private Day Class	1,200	12	14,400
3. State Residential	4,569	130	593,970
4. Five Night Residential	3,440	237	815,280
5. Foster Parent			
6. Day Classes District			
7. Day Classes Satellite	2,368	1,315	3,113,920
8. Fused Class			
9. Regular Class			
Unenrolled		86	
Total		1,800	4,611,570

118 students or 6% are private/non-enrolled

DISTRIBUTION OF FLORIDA'S POPULATION
1970

C-III



SCALE

1/16" equals approximately 4 miles

Work Sheet - C, III

	State Residential	Satellite Farm Migrant Res.	Satellite Day Clean	Total
ALACHUA	3	8	1	12
BAKER			1	1
BAY	13	5		18
BRADFORD		1	1	2
BREVARD	3	63	13	79
BROWARD		1	124	125
CALHOUN				0
CHARLOTTE	2	1		3
CITRUS		2		2
CLAY			7	7
COLLIER	8			8
COLUMBIA	2	3		5
DADE		1	312	313
DE SOTO	2	3		5
DIXIE		2		2
DUVAL			139	139
ESCAMBIA			59	59
FLAGLER		2		2
FRANKLIN		1		1
GADSDEN			18	18
GILCHRIST	11	4		15
GLADES				0
GULF				0
HAMILTON	1	1		2
HARDEE		2		2
HENDRY	9	4		13
HERNANDO		6	2	8
HIGHLANDS		2		2
HILLSBOROUGH			142	142
HOLMES	4	2		6
INDIAN RIVER	2	2		14
JACKSON	3	11	5	19
JEFFERSON				0
LAFAYETTE				0
LAKE			5	5
LEE	30	2		32
LEON			52	52
LEVY	2			2
LIBERTY				0
MADISON		6	5	11
MANATEE		1	12	13
MARION	10	5	2	17
MARTIN		1	4	5
MONROE	4	2	3	9
NASSAU			9	9
OKALOOSA	3	4	7	14
OKEECHOBEE	1	2		3
ORANGE			149	149
OSCEOLA		1	5	6
PALM BEACH		2	87	89
PASCO		1	16	17
PINELLAS			82	92
POLK		9	55	64
PUTNAM			17	17
ST. JOHNS			46	46
ST. LUCIE	3		1	18
SANTA ROSA			15	15
SARASOTA			4	29
SEMINOLE		25	13	13
SUMTER			3	5
SUWANNEE		2		1
TAYLOR		1	2	4
UNION		2		0
VOLUSIA			13	39
WAKULLA		26	2	21
WALTON	1	2		6
WASHINGTON		2		2
TOTAL	130	257	1 433	1 821

(264)

1,325

Simulation D,III

District Oriented

Program Options	Estimated Cost/Student	Estimated No. of FTE's	Total
1. Private Residential	$ 3,700	20	$ 74,000
2. Private Day Class	1,200	12	14,400
3. State Residential	4,569	122	557,418
4. Five Night Residential	3,440	139	478,160
5. Foster Parent			
6. Day Classes District	2,368	1,421	3,364,928
7. Day Classes Satellite	2,368		
8. Fused Class			
9. Regular Class			
Unenrolled		86	
Subtotal		1,800	4,488,906
Regional Supervisors (5)			100,000
Total		1,800	4,588,906

Assumptions:

Overall - A population of 1,800 full-time equivalent (F.T.E.) students enrolled; central residential facility in St. Johns County, Florida.

Region #1 - Two regional programs with five night residential facilities (Leon and Escambia Counties), non-residential (day) program in Bay County.

Region #2 - Two day class programs (Duval and Alachua Counties) and one five night and the state full residential program at St. Augustine. Non-residential (day class) serve elementary students only; all non-residential students in St. Johns County served by the D&B School.

Region #3 - One non-residential (day class) program and five night residential facility in Orange County to serve both elementary and secondary students.

Region #4 - Non-residential (day class) programs in Pinellas, Hillsborough and Lee Counties. Five night residential in Hillsborough County for all elementary pupils in the region; all secondary students outside the 50 mile or 60 minute zone are residential students in St. Augustine.

Region #5 - Three day class programs serving Palm Beach, Broward, Dade and surrounding counties. All residential students served by D&B School.

District Quinted D, III

Non-residential — change from D, IV only

	State Rds.	Five Night Rs	Day Class	Total	
ALACHUA			12	12	F
BAKER			1	1	
BAY			18	18	
BRADFORD			2	2	
BREVARD	5	60	14	79	
BROWARD			125	125	
CALHOUN				0	
CHARLOTTE			3	3	
CITRUS	1	1		2	
CLAY			7	7	
COLLIER	8			8	
COLUMBIA		1	4	5	
DADE			313	313	
DE SOTO	3		2	5	
DIXIE		1	1	2	
DUVAL			139	139	
ESCAMBIA			59	59	
FLAGLER		2		2	
FRANKLIN		1		1	
GADSDEN			18	18	
GILCHRIST			15	15	
GLADES				0	
GULF				0	
HAMILTON		1	1	2	
HARDEE	1		1	2	
HENDRY	12		1	13	
HERNANDO	5	3		8	
HIGHLANDS	2			2	
HILLSBOROUGH			142	142	
HOLMES	4	2		6	
INDIAN RIVER	14			14	
JACKSON	5	12	2	19	
JEFFERSON				0	
LAFAYETTE				0	
LAKE			5	5	
LEE			32	32	
LEON			52	52	
LEVY	1		1	2	
LIBERTY				0	
MADISON	8	3		11	
MANATEE			13	13	
MARION	12	4	12	17	
MARTIN	5			5	
MONROE	5		4	9	
NASSAU			9	9	
OKALOOSA		7	7	14	
OKEECHOBEE	3			3	
ORANGE			149	149	
OSCEOLA		2	4	6	
PALM BEACH			89	89	
PASCO			17	17	
PINELLAS			82	82	
POLK	10		54	64	
PUTNAM	3		14	17	
ST. JOHNS			46	46	
ST. LUCIE	18			18	
SANTA ROSA			15	15	
SARASOTA	1		28	29	
SEMINOLE			13	13	
SUMTER		2	3	5	
SUWANNEE		1		1	
TAYLOR		2	2	4	
UNION				0	
VOLUSIA		26	13	39	
WAKULLA			2	2	
WALTON	2	3	1	6	
WASHINGTON			2	2	
TOTAL	122	139	~~1529~~ +305	1,800	

- 118

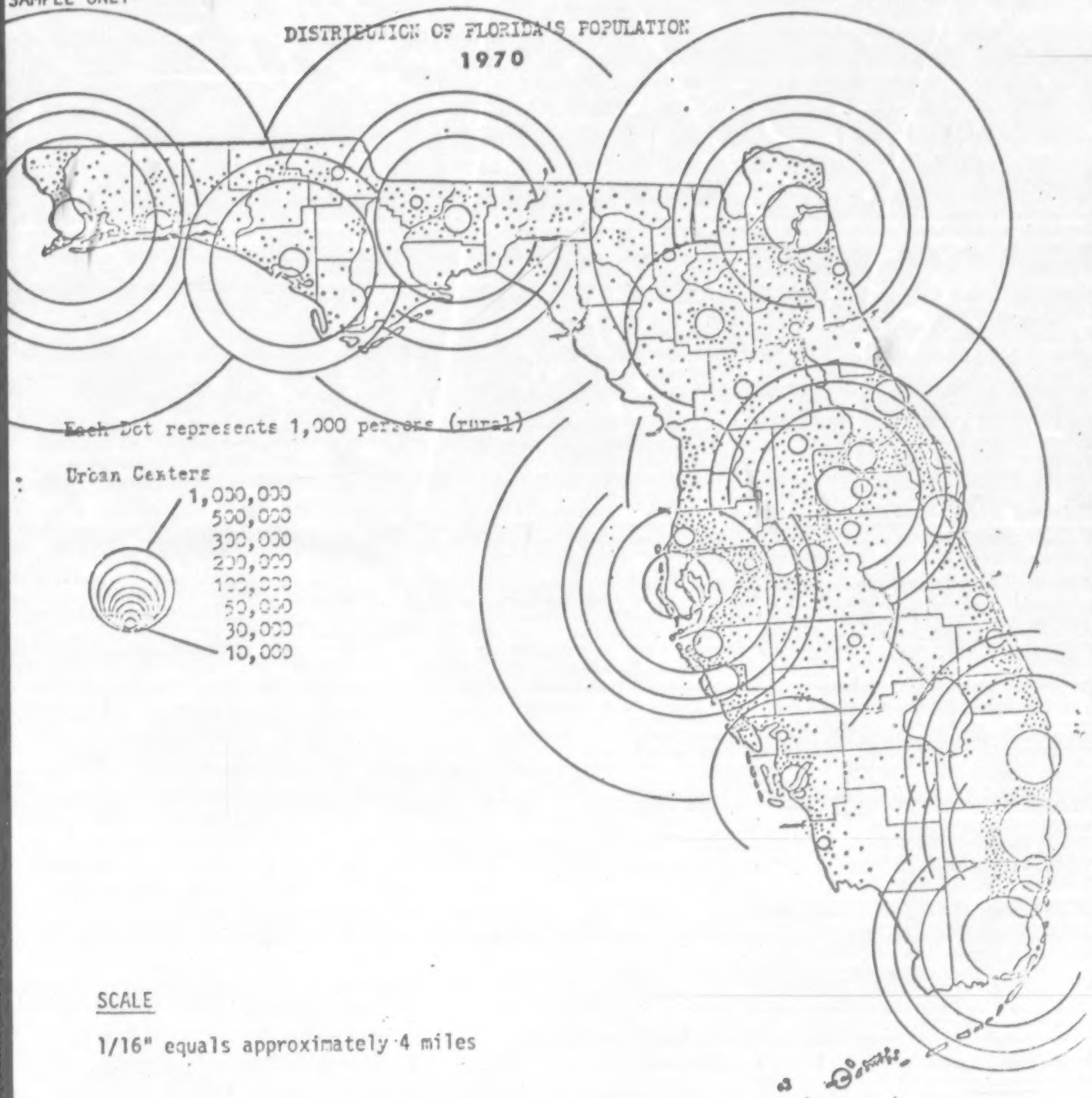
1,421

SAMPLE ONLY-

Simulation D,III

DISTRIBUTION OF FLORIDA'S POPULATION

1970



SCALE

1/16" equals approximately 4 miles

Simulation D,III

Satellite Oriented

Program Options	Estimated Cost/Student	Estimated No. of FTE's	Total
1. Private Residential	$ 3,700	20	$ 74,000
2. Private Day Class	1,200	12	14,400
3. State Residential	4,569	119	543,711
4. Five Night Residential	3,440	140	481,600
5. Foster Parent			
6. Day Classess District	2,368	1,121	2,654,528
7. Day Classes Satellite	2,368	302	715,136
8. Fused Class			
9. Regular Class			
Unenrolled		86	
Subtotal		1,800	4,483,375
Regional Supervisors (5)			100,000
Total		1,800	4,583,375

Assumptions:

Overall - A population of 1,800 full-time equivalent (F.T.E.) students; one central residential facility in St. Johns County.

Region #1 - Two regional programs with two five night residential facilities (Leon and Escambia Counties), one non-residential (day class) program in Bay County.

Region #2 - Two day class programs (Duval and Alachua); students in the region served by a parallel non-residential (day class), one five night residential and full residential service of the D&B School.

Region #3 - One non-residential (day class) program and one five night residential facility in Orange County to serve both elementary and secondary students.

Region #4 - Non-residential (day class) programs in Pinellas and Lee counties; Satellite and non-residential (day class) programs in Hillsborough County with one five night satellite residential center for all elementary pupils in region; all secondary students outside the 50 mile or 60 minute zone are residential in St. Augustine.

Region #5 - Three day class programs serving Palm Beach, Broward, Dade and surrounding counties; one parallel satellite center in Dade County. All residential students served by D&B School.

SAMPLE ONLY-

Simulation D,III

DISTRIBUTION OF FLORIDA'S POPULATION

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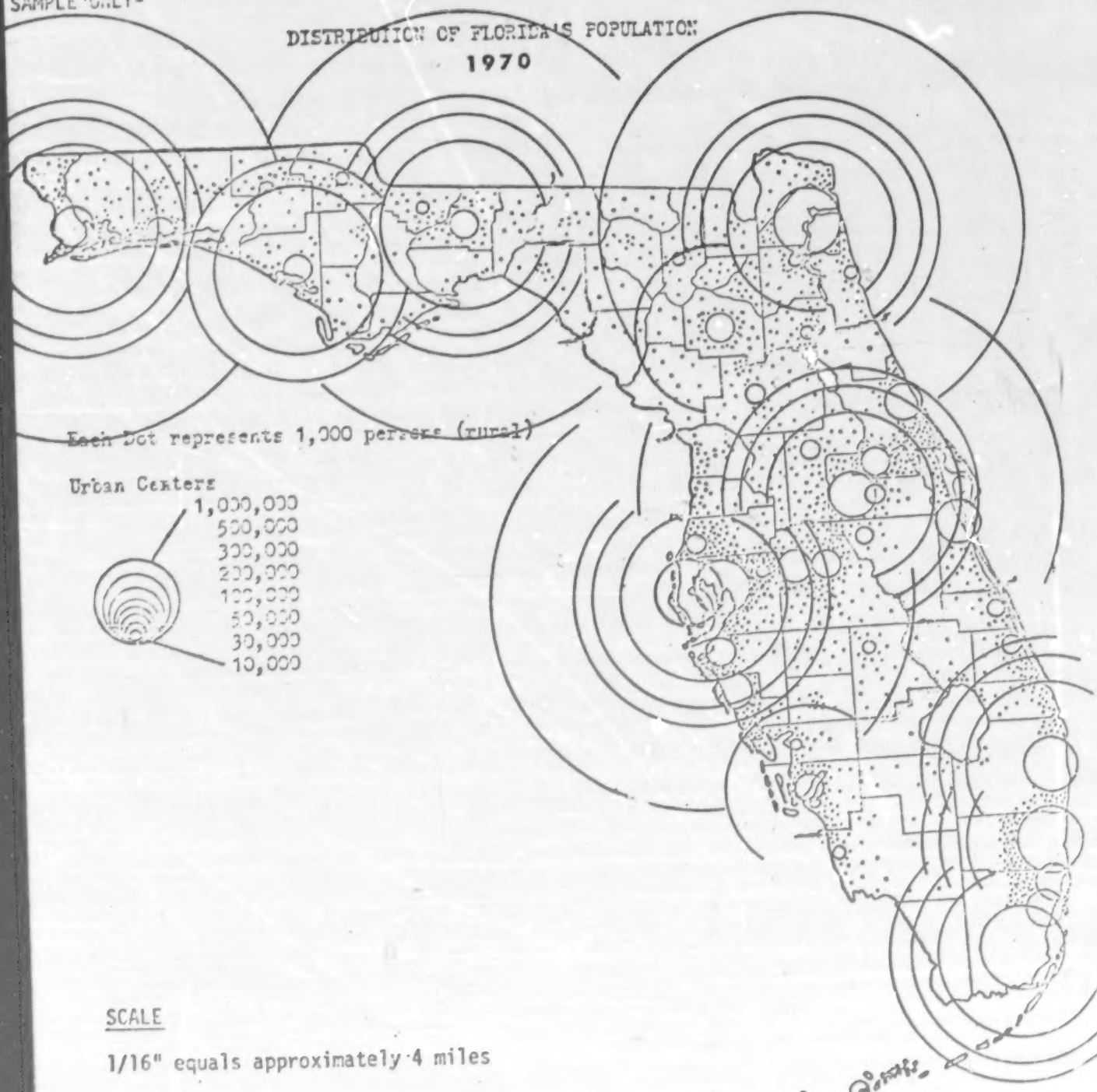


SCALE

1/16" equals approximately 4 miles

D, III – B-13

Satellite oriented

Check with [illegible]

	State Paid	Fine Note Paid	Satellite Day	Other District Day	TOTAL
ALACHUA				12	12
BAKER ✓			1		1
BAY				18	18
BRADFORD ✓			1	1	2
BREVARD	5	60		14	79
BROWARD			33	92	125
CALHOUN					0
CHARLOTTE				3	3
CITRUS ✓	1	1			2
CLAY ✓			5	2	7
COLLIER	8				8
COLUMBIA ✓		1		4	5
DADE			60	253	313
DE SOTO	3			2	5
DIXIE		1		1	2
DUVAL ✓			62	77	139
ESCAMBIA				59	59
FLAGLER		2			2
FRANKLIN		1			1
GADSDEN				18	18
GILCHRIST				15	15
GLADES					0
GULF					0
HAMILTON ✓		2			2
HARDEE	1		1		2
HENDRY	12			1	13
HERNANDO	5	3			8
HIGHLANDS	2				2
HILLSBOROUGH			25	117	142
HOLMES	4	2			6
INDIAN RIVER	14				14
JACKSON	5	12		2	19
JEFFERSON					0
LAFAYETTE					0
LAKE				5	5
LEE				32	32
LEON				52	52
LEVY ✓	1			1	2
LIBERTY					0
MADISON	8	3			11
MANATEE			3	10	13
MARION	6	9		2	17
MARTIN	5				5
MONROE	5		3	1	9
NASSAU ✓			4	5	9
OKALOOSA		7		7	14
OKEECHOBEE	3				3
ORANGE				149	149
OSCEOLA		2		4	6
PALM BEACH			22	67	89
PASCO			5	12	17
PINELLAS			21	61	82
POLK	10		29	25	64
PUTNAM			12	5	17
ST. JOHNS ✓			46		46
ST. LUCIE	18				18
SANTA ROSA				15	15
SARASOTA	1		3	25	29
SEMINOLE				13	13
SUMTER		2		3	5
SUWANNEE ✓		1			1
TAYLOR		2		2	4
UNION ✓					0
VOLUSIA		26		13	39
WAKULLA				2	2
WALTON	2	3		1	6
WASHINGTON				2	2
TOTAL	119	140	336	1,205	1,800

(118) D — 302 — 1,121

SAMPLE

Simulation D,IV

Program Options	Estimated Cost/Student	Estimated No. of FTE's	Total
1. Private Residential	$ 3,700	34	$ 125,800
2. Private Day Class	1,200	12	14,400
3. State Residential	4,569	102	466,038
4. Five Night Residential	3,440	145	498,800
5. Foster Parent			
6. Day Classes District	2,368	1,421	3,364,928
7. Day Classes Satellite			
8. Fused Class			
9. Regular Class			
Unenrolled		86	
		1,800	4,469,966
Subtotal			100,000
Total		1,800	4,569,966

Assumptions:

Overall - A population of 1,800 full-time equivalent students enrolled. One central residential facility in St. Johns County.

Region #1 - Two regional programs with five night residential facilities (Leon and Escambia Counties), one day class program in Bay County. Basic Mileage criteria of Option III, Placement and Admissions.

Region #2 - Two day class programs (Duval and Alachua) and one five night and the state full residential program at St. Augustine. Day class programs serve elementary students only.

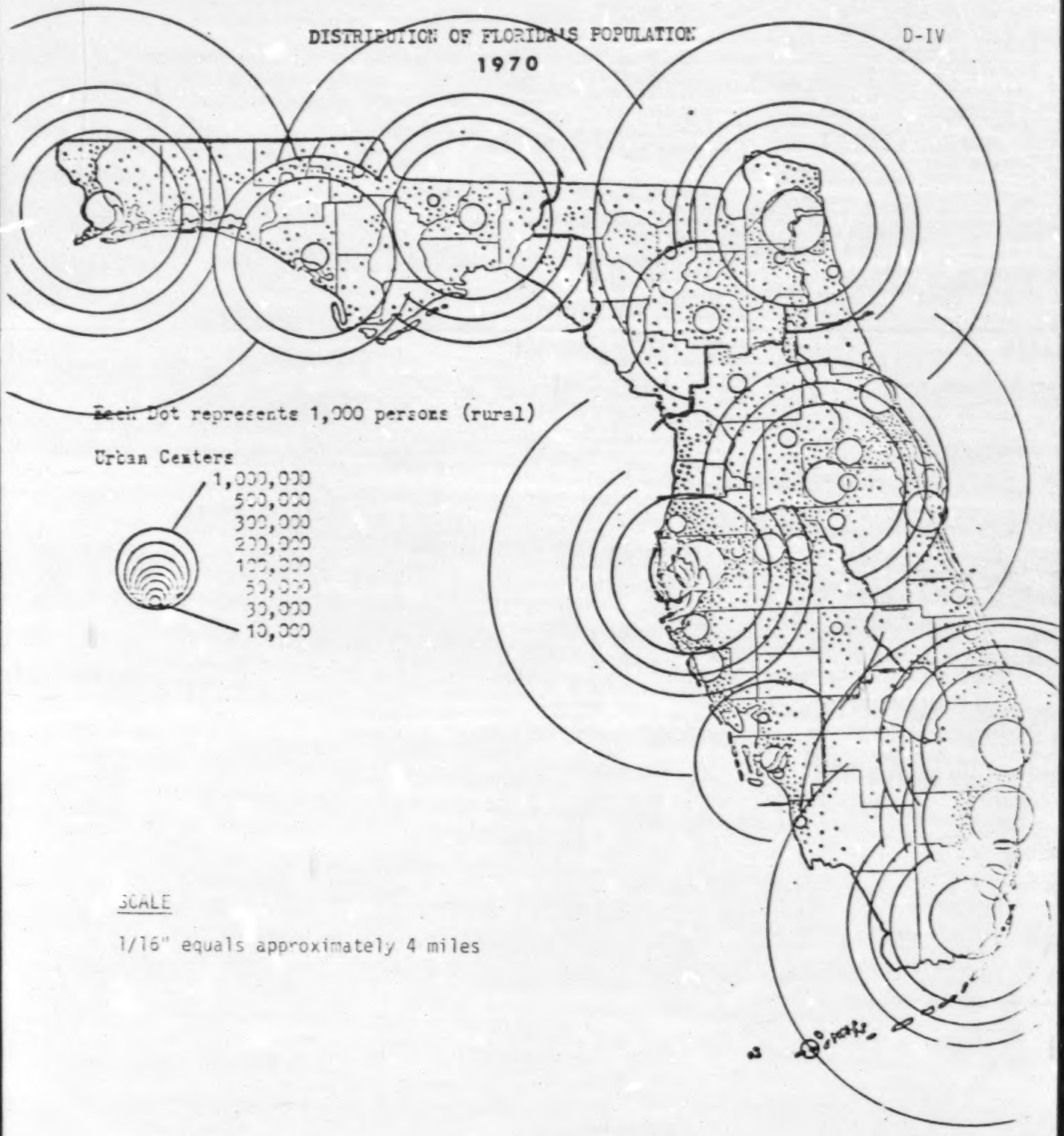
Region #3 - One day class and five night residential facility in Orange County to serve both elementary and secondary students.

Region #4 - Day class programs in Hillsborough and Lee Counties. Five night residential in Hillsborough County for all elementary pupils in region; all secondary students outside 50 miles or 60 minutes are residential students in St. Augustine.

Region #5 - Three day class programs serving Palm Beach, Broward and Dade and surrounding counties. Mileage criteria from Option III with five day residential services provided by contract with the private sector; full residential service with D & B.

D-IV

DISTRIBUTION OF FLORIDA'S POPULATION
1970



SCALE

1/16" equals approximately 4 miles

Simulation D, IV

	State Patrol	Five Night Patrol	Day Class	Five Night Patrol	Total
ALACHUA			12		—
BAKER			1		1
BAY			18		18
BRADFORD			2		2
BREVARD	5	60	14		79
BROWARD			125		125
CALHOUN					0
CHARLOTTE			3		3
CITRUS	1	1			2
CLAY			7		7
COLLIER	8				8
COLUMBIA		1	4		5
DADE			313		213
DE SOTO	3		2		5
DIXIE		1	1		2
DUVAL			137		137
ESCAMBIA			59		59
FLAGLER		2			2
FRANKLIN		1			1
GADSDEN			18		18
GILCHRIST			15		15
GLADES					0
GULF					0
HAMILTON		1	1		2
HARDEE	1		1		2
HENDRY	5		1	7	13
HERNANDO	5	3			8
HIGHLANDS	2				2
HILLSBOROUGH			142		182
HOLMES	4	2			6
INDIAN RIVER	12	2			14
JACKSON	5	12	2		19
JEFFERSON					6
LAFAYETTE					2
LAKE			5		5
LEE			32		32
LEON			52		52
LEVY	1		1		2
LIBERTY					0
MADISON	8	3			11
MANATEE			13		13
MARION	6	4	2		17
MARTIN	2	3			5
MONROE	4	1	4		9
NASSAU			7		9
OKALOOSA		7	7		14
OKEECHOBEE	1			2	3
ORANGE			149		149
OSCEOLA		1	1		2
PALM BEACH			89		89
PASCO			17		17
PINELLAS			82		82
POLK	10		54		64
PUTNAM	3		14		17
ST. JOHNS			46		46
ST. LUCIE	13			5	18
SANTA ROSA			15		15
SARASOTA	1		28		29
SEMINOLE			13		13
SUMTER		2	3		5
SUWANNEE		1			1
TAYLOR		2	2		4
UNION					0
VOLUSIA		26	13		39
WAKULLA			2		2
WALTON	2	3	1		6
WASHINGTON			—		2
TOTAL	102	145	1 539	14	1 799

118

1,421

SAMPLE

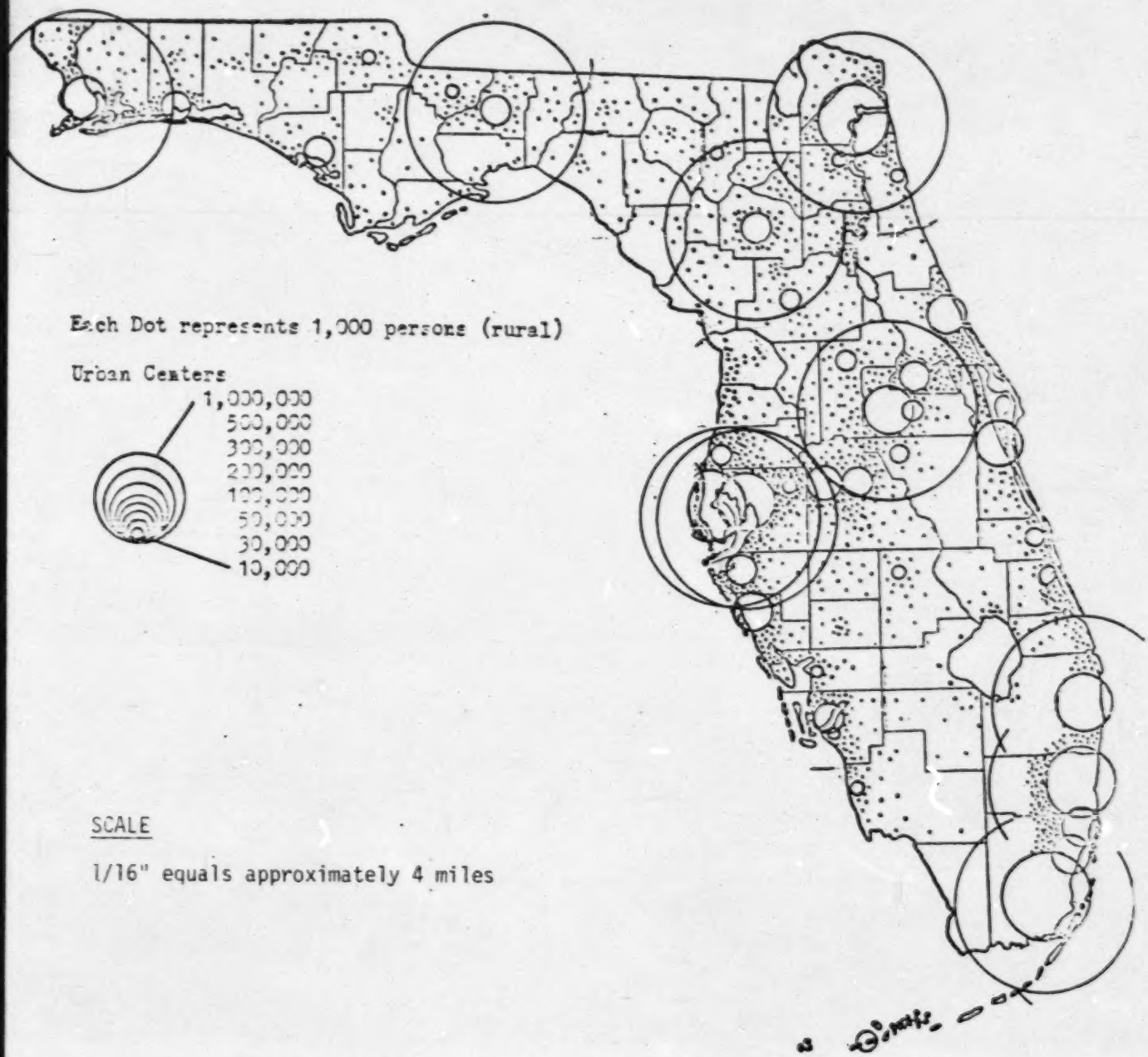
Simulation E,V

Program Options	Estimated Cost/Student	Estimated No. of FTE's	Total
1. Private Residential	$ 3,700	20	$ 74,000
2. Private Day Class	1,200	12	14,400
3. State Residential	4,569	782	3,572,958
4. Five Night Residential			
5. Foster Parent			
6. Day Classes District	2,368	900	2,131,200
7. Day Classes Satellite			
8. Fused Class			
9. Regular Class			
Unenrolled		86	
Total		1,800	5,792,558

Assumptions: All elementary students served by ten multi-county programs with 40 mile and 45 minute mileage criteria (Escambia, Leon, Duval, Alachua, Orange, Hillsborough, Pinellas, Palm Beach, Broward and Dade). All elementary students outside of mileage and time zone are state residential students. All secondary students (fused not included) to D & B school and a second residential school on the southwest coast.

DISTRIBUTION OF FLORIDA'S POPULATION E-V

1970



SCALE

1/16" equals approximately 4 miles

	Residential	Day Class	Total
ALACHUA	7	5	12
BAKER		1	1
BAY	18		18
BRADFORD	1	1	2
BREVARD	79		79
BROWARD	54	71	125
CALHOUN			0
CHARLOTTE	3		3
CITRUS	2		2
CLAY	7		7
COLLIER	8		8
COLUMBIA	1	4	5
DADE	152	161	313
DE SOTO	5		5
DIXIE	1	1	2
DUVAL		139	139
ESCAMBIA		59	59
FLAGLER	2		2
FRANKLIN	1		1
GADSDEN	8	10	18
GILCHRIST	5	10	15
GLADES			0
GULF			0
HAMILTON	2		2
HARDEE	2		2
HENDRY	13		13
HERNANDO	8		8
HIGHLANDS	2		2
HILLSBOROUGH	48	94	142
HOLMES	6		6
INDIAN RIVER	14		14
JACKSON	19		19
JEFFERSON			0
LAFAYETTE			0
LAKE	4	1	5
LEE	32		32
LEON	10	42	52
LEVY	1	1	2
LIBERTY			0
MADISON	10	1	11
MANATEE	1	12	13
MARION	10	7	17
MARTIN	3	2	5
MONROE	7	2	9
NASSAU	3	6	9
OKALOOSA	11	3	14
OKEECHOBEE		3	3
ORANGE	46	103	149
OSCEOLA	4	2	6
PALM BEACH	29	60	89
PASCO	2	15	17
PINELLAS	20	54	82
POLK	27	37	64
PUTNAM	12	5	17
ST. JOHNS	32	14	46
ST. LUCIE	18		18
SANTA ROSA	4	11	15
SARASOTA	19	10	29
SEMINOLE	10	3	13
SUMTER	3	2	5
SUWANNEE	1		1
TAYLOR	3	1	4
UNION			0
VOLUSIA	33	6	39
WAKULLA	2		2
WALTON	6		6
WASHINGTON	2		2
TOTAL	841	957	1 800

118 N − 59 = 782

− 59 = 900

Cost Factors - Work Sheet

71-72 Survey Data--1,800 Student Population

71-72 Population Figures

State Residential School[1]--General Revenue Only--1973-74 Request

Instruction:			
Occupational/student	$ (675.00)	= 300,313.00	÷ 445 Voc. Students
Special/student	1,544.00	= 1,389,829.00	÷ 900 Students
Libraries/student	39.00	= 35,036.00	÷ 900 Students
A.V./student	7.00	= 5,864.00	÷ 900 Students
Admin. (principal)/student	119.00	= 107,295.00	÷ 900 Students
Counseling/student	125.00	= 112,659.00	÷ 900 Students
	$1,834.00	-- Total Cost per Student (excluding vocational and athletics)	
Athletics/student	88.00	= 20,633.00	÷ 234 Headcount Enroll.
	$1,922.00	-- Total with Athletics	
Residential:			
Food Service/student	$ 530.00	= 439,208.00	÷ 828 Student Using
Health/student	108.00	= 97,370.00	÷ 900 Students
Housing/student	872.00	= 745,490.00	÷ 855 Students
	$1,510.00	-- Total Cost/Student	
Five night Residential	1,072.00	= 5/7 of $1,510	
	438.00	= two nights	
Transportation			
Administration (other)			
Executive Mgt.	70.00	= 63,410.00	÷ 900 Students
Administrative Services	309.00	= 279,474.00	÷ 900 Students
Physical Plant Mgt.	846.00	= 761,777.00	÷ 900 Students
	$1,225.00		

Cost Per Student--Excluding Vocational and Residential $3,059.00

State Residential Cost Factor 4,569 [$1,834 + $1,510 + $1,225]

District Day School[2]--FEFP Only

Instruction/Administration:

$2,348.00 = 587.00 (Unit Value) × 4.00 (Deaf Ed. Cost Factor) per FTE

Food Service:

Transportation: 20.00 State Cost per pupil/approximate

Cost Per Student: $2,368.00

Five Night Residential

Instruction/Administration/ Transportation:	$2,368.00	
	1,072.00	Residential
	$3,440.00	Total

Division of Family Services-Bureau of Children's Services

	Foster Parent		
Age	1-5	6-11	12-17
72-73	$69.00	$77.00	$99.00
73-74	-------no charge---------		
Break Out			
General	$60.00	$60.00	$75.00
Clothes	6.00	9.00	12.00
Allowance	3.00	4.00	7.00
Misc.	—	4.00	5.00
	$69.00	$77.00	$99.00

[1]Legislative Budget Request, 1973-74

[2]Florida Educational Finance Program--CSHB 735, 1973 Legislature

APPENDIX C

STATUTORY REFERENCES

Functions and Powers of the State Board of Education:

229.011 **State functions.**—Public education is basically a function and responsibility of the state. The responsibility for establishing such minimum standards and regulations as shall tend to assure efficient operation of all schools and adequate educational opportunities for all children is retained by the state.

229.053 **General powers of state board.**—

(1) The state board of education is the chief policy-making and coordinating body of public education in Florida. It has the general powers to determine, adopt or prescribe such policies, rules, regulations, or standards as are required by law or as it may find necessary for the improvement of the state system of public education. Except as otherwise provided herein it may, as it shall find appropriate, delegate its general powers to the commissioner of education or the directors of the divisions of the department.

(2) The board has the following duties:

(a) To adopt comprehensive educational objectives for public education;

(b) To adopt comprehensive long-range plans and short-range programs for the development of the state system of public education;

(c) To exercise general supervision over the divisions of the department of education to the extent necessary to insure coordination of educational plans and programs and resolve controversies;

(d) To adopt and transmit to the governor as chief budget officer of the state on official forms furnished for such purposes, on or before November 1 of each year, estimates of expenditure requirements for the state board of education, the commissioner of education, and all of the boards, institutions, agencies, and services under the general supervision of the state board of education for the ensuing fiscal year;

(e) To hold meetings, transact business, keep records, adopt a seal, and perform such other duties as may be necessary for the enforcement of all laws and regulations relating to the state system of public education;

(f) To have possession of and manage all lands granted to or held by the state for educational purposes;

(g) To administer the state school fund;

(h) To approve plans for cooperating with the federal government and, pursuant thereto, by regulation to accept funds, create subordinate units and provide the necessary administration required by any federal program;

(i) To approve plans for cooperating with other public agencies in the development of regulations and in the enforcement of laws for which the state board and such agencies are jointly responsible;

(j) To approve plans for cooperating with appropriate nonpublic agencies for the improvement of conditions relating to the welfare of schools;

(k) To authorize, approve, and require to be used such forms as are needed to promote uniformity, accuracy or completeness in executing contracts, keeping records or making reports;

(l) To create such subordinate advisory bodies as may be required by law or as it may find necessary for the improvement of education; and

(m) To constitute the state board for vocational education or other structures as may be required by federal law.

General Powers and Duties of the Commissioner of Education:

229.512 Commissioner of education, general powers and duties.—The commissioner of education is the chief educational officer of the state and he has the following general powers and duties:

(1) To appoint staff necessary to carry out his powers and duties;

(2) To advise and counsel with the state board of education on all matters pertaining to education; to recommend to the state board of education actions and policies as, in his opinion, should be acted upon or adopted; and to execute or provide for the execution of all acts and policies as are approved;

(3) To call such special meetings of the state board of education as he deems necessary;

(4) To keep such records as are necessary to set forth clearly all acts and proceedings of the state board;

(5) To have a seal for his office with which, in connection with his own signature, he shall authenticate true copies of decisions, acts, or documents;

(6) To assemble all data relative to the preparation of the long-range plan for the development of the state system of public education; to propose for adoption by the state board of education such a plan; and to propose revisions in the plan as may be necessary;

(7) To recommend to the state board of education policies and steps designed to protect and preserve the principal of the state school trust fund and to provide an assured and stable income from the fund, and to execute such policies and actions as are approved;

(8) To investigate and submit proposals for sale of all school lands held by the state for educational purposes; to recommend policies for rental, use, or improvement of such lands and for preserving them from trespass or injury, and to execute such policies as are approved;

(9) To submit to the state board of education, at least thirty days prior to the date fixed herein recommendations of expenditures for the state board of education, the commissioner of education and all of the boards, institutions, agencies and services under the general supervision of the state board of education for the ensuing fiscal year;

(10) To recommend ways and means of cooperating with the federal government in carrying out any or all phases of the educational program and to recommend policies for administering funds which may be appropriated by congress and apportioned to the state for any or all educational purposes;

(11) To recommend policies for cooperating with other public agencies in carrying out those phases of the program in which such cooperation is required by law or is deemed by him to be desirable and to cooperate with public and nonpublic agencies in planning and bringing about improvements in the educational program;

(12) To prepare for approval of the state board of education such forms and procedures as are deemed necessary to be used by the board of regents, boards of trustees of community colleges, district school boards and all other educational agencies to assure uniformity, accuracy and efficiency in the keeping of records, the execution of contracts, the preparation of budgets or the submission of reports; to furnish at state expense, when deemed advisable by him, those forms which can more economically and efficiently be provided; and

(13) To arrange for the preparation, publication and distribution of materials relating to the state system of public education which will supply information concerning needs, problems, plans and possibilities; also to prepare and publish annually reports giving statistics and other useful information pertaining to the state system of public education; to have printed copies of school laws, forms, instruments, instructions and regulations of the state board of education and to provide for the distribution of the same.

Functions of the Department of Education:

229.76 **Functions of department.**—The department shall be located in the offices of the commissioner of education, shall operate under the direction and control of the state board and shall assist it in providing professional leadership and guidance, and in carrying out the policies, procedures, and duties authorized by law or by the board or found necessary by it to attain the purposes and objectives of the school code.

Organization, Administration and Supervision of the District School Systems:

230.03 **Control; organization, administration, and supervision.**—The district school system shall be controlled, organized, administered, and supervised as follows:

(1) DISTRICT SYSTEM.—The district school system shall be considered as a part of the state system of public education. All actions of district school officials shall be consistent and in harmony with state laws and with rules and regulations and minimum standards of the state board. District school officials, however, shall have the authority to provide additional educational opportunities, as desired, which are authorized but not required by law.

(2) SCHOOL BOARD.—Responsibility for the organization and control of the public schools of the district shall be vested in the school board, as provided by law.

(3) SUPERINTENDENT. — Responsibility for the administration of the schools and for the supervision of instruction in the district shall be vested in the superintendent as the secretary and executive officer of the school board, as provided by law.

(4) PRINCIPAL OR HEAD OF SCHOOL. —Limited responsibility for the administration of any school or schools at a given school center and for the supervision of instruction therein shall be delegated to the principal or head of the school or schools as hereinafter set forth.

ADMINISTRATION AND SUPERVISION OF EXCEPTIONAL CHILD EDUCATION*

A. The Role of the Department of Education

As outlined in the policy paper, "The Role of State Government in Education," the aggregate responsibilities and activities of the State Board, the Commissioner, and the Department can be placed in two categories:

1. Those directed toward maintaining the effectiveness and efficiency of present educational practices as directed by statutes, regulations and professional standards, and

2. Those directed toward identifying, developing and encouraging new or improved procedures and practices in educational institutions."

Members of the staff of the Education for Exceptional Children Section of the Bureau of Curriculum and Instruction, Division of Elementary and Secondary Education, provide consultative services for general program development of special education programs as well as specialized services in the various areas of exceptionality. Assistance is offered to local school systems by:

1. Offering consultative services on invitation from a local school system with the approval of the superintendent in planning and implementing of programs for exceptional children.

2. Reviewing and recommending allocation of special instruction units for exceptional child programs.

3. Collecting, interpreting, and disseminating information relative to the various phases of exceptional child education for decision making and recommendations for changes in policies, regulations and statutes.

4. Assisting a local school system upon request, in planning and establishing experimental or pilot programs for the improvement of instruction for exceptional children.

5. Serving as a liaison with other divisions, bureaus, and sections of the Department of Education.

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[1]Florida Department of Education. Policy Paper: The Role of State Government in Education. p.2. Approved by Administrative Council on May 8, 1972.

*District Procedures for Providing Special Education for Exceptional Children and Youth - Guidelines, 1973. DOE-ESE

6. Preparing and distributing bulletins, manuals, guides, curriculum materials, bibliographies, newsletters and research information.

7. Serving as a liaison and participating in matters relating to surveys, evaluations, and joint projects involving exceptional child education.

8. Serving as a liaison with the special education teacher training personnel in institutions of higher learning in matters of teacher certification and the improvement of educational practices for children in all areas of exceptionalities.

9. Planning and conducting state conferences, institutes, and workshops to develop understanding and to assist in the training of local leadership personnel who are engaged in special education programs.

10. Making available the information needed by citizens, organization, legislators, and public and private agencies so that they can participate intelligently in planning with school administrators programs for exceptional children within the framework of the State's philosophy.

11. Reviewing projects requesting federal and state funds for exceptional child education programs.

12. Participating in professional meetings and conferences on the national, state, and county levels representing all areas of exceptional child education.

B. The Role of the District School System

Administration

Administrative responsibilities for the exceptional child programs are assigned to one member of the district instructional staff so that the varied instructional programs, supportive services, and services of related agencies may be effectively coordinated.

When a county reaches a school population of 5,000 and has programs for four or more areas of exceptional child education, a full-time qualified director should be employed.

The effectiveness of the exceptional child education program within a district results from the extent of the coordination of the various areas of exceptional child education, the integration of special education into the total program of the school system, and the optimum use of community, state, and federal resources. The administrator has the responsibility for the exceptional child education program in the local school district and should be given due authority to implement the program. The exceptional child education administrator's responsibilities may include the following:

1. Initiating new programs and continously planning for a comprehensive and sequential program for exceptional children and youth.

2. Assisting in the selection and hiring of exceptional child education personnel.

3. Defining and promoting adequate procedures for the referral and identification of exceptional children. In reviewing the recommendations of the evaluation specialists and determining the appropriate educational placement for students who are eligible for exceptional child education programs, the administrator should be assisted by a placement or staffing committee. The administrator must further ascertain that all due cautions and procedures have been afforded the student and his parents or legal guardians to guarantee that they are given the opportunity for all due process considerations, avenues of appeal and equal protection under the law.

4. Promoting and maintaining adequate procedures for pupil and teacher accounting, records, and completion of state reports.

5. Providing leadership in curriculum development.

6. Conducting staff conferences and orientation seminars.

7. Assisting in planning and implementing pre-school, post-school, and in-service training programs.

8. Maintaining good public and community relations.

9. Procuring and distributing specialized materials and equipment.

10. Providing leadership in program evaluation and follow-up procedures.

Supervision

Adequate supervision is an essential feature of a comprehensive program. Each exceptional child teacher should be assured of receiving appropriate supervision from personnel trained and experienced in his area of exceptionality. Such supervision may be available at a local, regional or state level.

Each district should design a plan for assuring appropriate supervision based on the strengths and weaknesses in the local situation. Consideration should be given to the following:

1. When a special education program has 10 or more professional workers in one area, such as the mentally retarded, and the total special education staff exceeds 20, counties should employ a helping teacher to work directly with professional personnel to improve instruction.

2. When the number of itinerant workers in any one area such as speech therapy or vision is between 5 or 10 workers, at least part-time supervision should be provided by a person trained in the area.

3. Regular school administrators and other educational personnel have the same supervisory duties for special education programs as for any other program in the school.

Florida School for the Deaf and the Blind:

242.331 Florida School for the Deaf and the Blind; board of trustees.—

(1) There is hereby created a board of trustees for the Florida School for the Deaf and the Blind of the department of education, which shall consist of seven members. Each member shall have been a resident of the state for a period of at least ten years. Their terms of office shall be four years except the first members, one of whom shall be for a term of one year, two for a term of two years, two for a term of three years and two for a term of four years. The appointment of the trustees shall be by the governor with the confirmation of the senate. The governor may remove any member for cause, and shall fill all vacancies which occur.

(2) The board of trustees shall elect a chairman annually. The trustees shall be reimbursed for traveling expenses as provided in §112.061, the accounts of which shall be paid by the state treasurer upon itemized vouchers duly approved by the chairman.

(3) The board of trustees shall act at all times in conjunction with and under the supervision and general policies adopted by the state board of education.

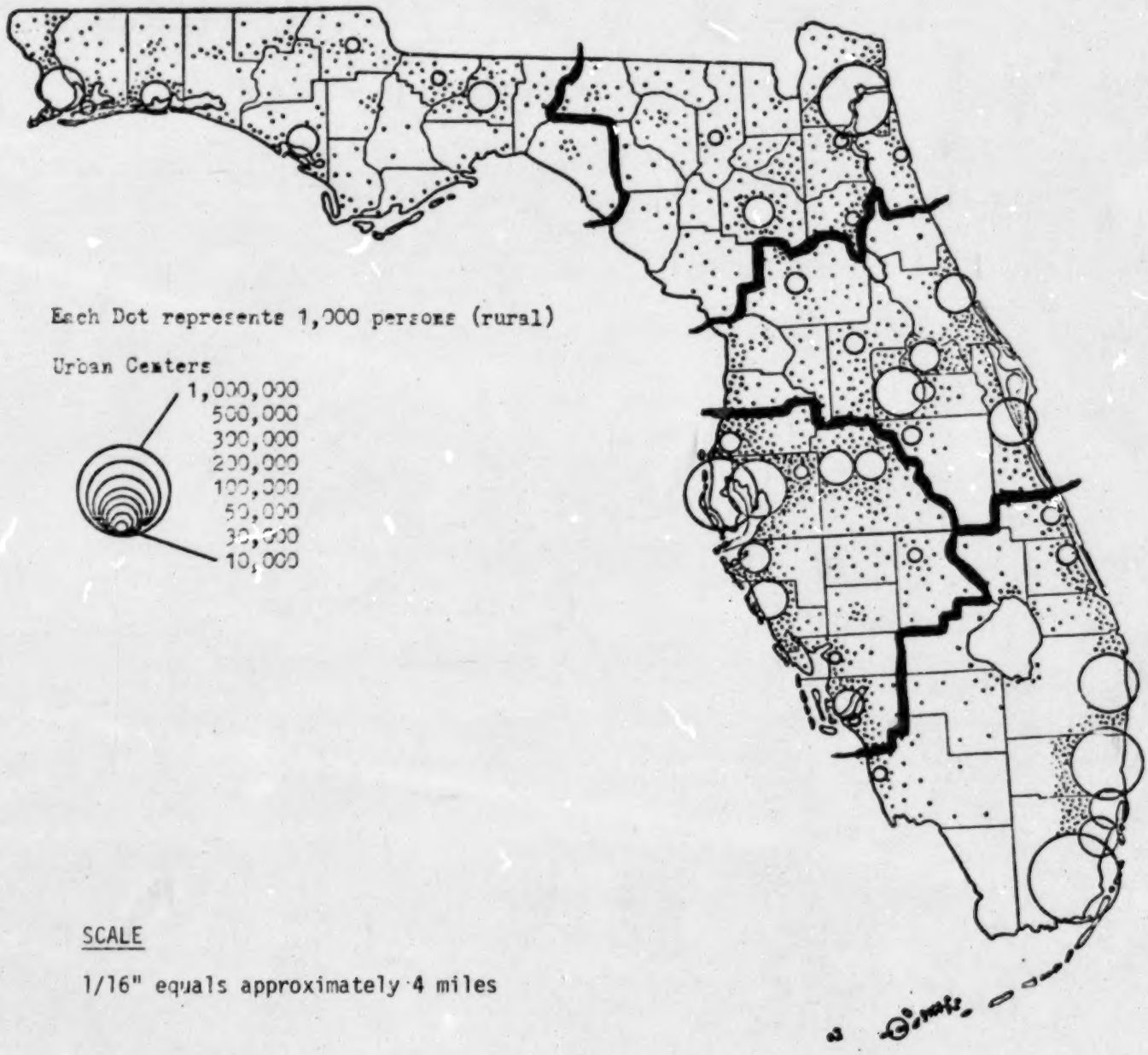
(4) The board of trustees for the Florida School for the Deaf and the Blind is a body corporate and shall have a corporate seal. Title to all property and other assets of the Florida School for the Deaf and the Blind shall vest in the State Board of Education; but the board of trustees shall have complete jurisdiction over the management of the school and is invested with full power and authority to appoint a president, faculty, teachers, servants, and other employees, and to remove the same as in their judgment may be best; fix their compensation; determine eligibility of students and procedure for admission; provide for the students of the Florida School for the Deaf and the Blind necessary bedding, clothing, food and medical attendance, and such other things as may be proper for the health and comfort of said students without cost to their parents or guardians; provide for the proper keeping of accounts and records; budgeting of funds; to enter into contracts; to sue and be sued; to secure public liability insurance; and to do and perform every other matter or thing requisite to the proper management, maintenance, support and control of the Florida School for the Deaf and the Blind at the highest efficiency economically possible taking into consideration the purposes of the establishment.

APPENDIX D

MAPS

FIVE REGIONS FOR ASSISTING SCHOOL DISTRICTS

DISTRIBUTION OF FLORIDA'S POPULATION
1970



SCALE

1/16" equals approximately 4 miles

APPENDIX E

TESTS OF INTELLIGENCE

FLASHA AUDIOLOGICAL STANDARDS FOR SCREENING

PERFORMANCE TESTS OF INTELLIGENCE: A SERIES OF NON-LINGUISTIC TESTS FOR DEAF AN NORMAL CHILDREN (DREVER AND COLLINS)

E-1

Series A. Ages 7-16 years; 10 items (modifications not designated)

Block Design Test
Knox Cube Test
Drever-Collins Domino Test
Drever-Collins Size and Weights Test
Manikin Test
Feature Profile Test
Two Figure Formboard
Healy-Fernald Puzzle Box A
Cube Construction Test
Drever-Collins Picture Completion Test

(Continued from page 96)

Series B. Ages 5-6 years; 6 items (modifications not designated)

Size Test from Size and Weights
Knox Cube Test
Dearborn Triangle Board
Seguin Formboard
Manikin Test
Mare and Foal Formboard

Nebraska Test of Learning Aptitude (Hiskey; 1941 Edition) Ages 4-10

Memory for Colored Objects	(5 tasks)
Bead Stringing Patterns	(3 tasks)
Pictorial Associations	(12 tasks)
Block Building (Patterns)	(8 patterns)
Memory for Digits	(5 series)
Drawing Completions	(14 drawings)
Pictorial Identification	(6 sets)
Paper Folding	(7 patterns)
Visual Attention Span	(6 series)
Puzzle Blocks	(7 block tasks)
Pictorial Analogies	(10 analogies)

Arthur Point Scale of Performance Tests

Form I. Ages 5.5—superior adults; 10 items (revisions, modifications not designated)

Knox Cube Test
Seguin Formboard
Two-Figure Formboard
Casuist Formboard
Manikin Test
Feature Profile
Mare and Foal Formboard
Healy Pictorial Completion Test 1
Porteus Maze Test
Block Design Test

Form II. (Revised) Ages 4.5—superior adults; 5 items (revisions, modifications not designated)

Knox Cube Test
Seguin Formboard
Arthur Stencil Design Test
Porteus Maze Test
Healy Pictorial Completion Test II

Wechsler Intelligence Scale for Children (WISC): Performance Portion. Ages 5-15

Picture Completion	(20 pictures)
Picture Arrangement	(7 series)
Block Design	(7 designs)
Object Assembly	(4 objects
Coding	(93 squares)
Mazes—optional	(8 mazes)

Merrill-Palmer Scale of Mental Tests (language scale omitted) (Stutsman) Ages 2-5.3 years.

All or None Tests:
Obeying Simple Commands
Throwing a Ball
Building a Straight Tower
Crossing Feet
Standing on One Foot
Folding Paper
Making a Block Walk
Drawing up a String
Identification of Self in Mirror
Cutting with Scissors
Matching Colors
Climbing Up and Moving Down
Opposition of Thumb and Fingers
Copying a Circle
Copying a Cross
Copying a Star

Formboards and Picture Tests:
Seguin Formboard
Mare and Foal Formboard
Manikin
Picture Puzzles 1, 2, 3
Decroly Silhouette Matching

Other Tests of Motor Coordination:
Wallin Peg Boards A and B
Fitting 16 Cubes in a Box
Fitting Hollow Nest of Cubes
Buttons and Buttonholes
Little Pink Tower (graduated block building)
Three Cube Pyramid Building
Six Cube Pyramid Building

Chicago Non-Verbal Examination (Verbal and Pantomime Directions) (Brown) Ages 8 and above for Pantomime Directions.

Digit-Symbol Matching for 12 Numbers
Identification of Pictorial Differences
Counting of Blocks in Pictorial Block Designs
Identification of Parts That Make Up a Designated Geometric Figure
Identification of Similarity in Geometric Drawings

(Continued on page 100)

Table 1. Nonlanguage Performance Test Scales Standardized on Deaf Children

Test	Age Range	Publisher, Distributor
Performance Tests of Intelligence: A Series of Non-Linguistic Tests for Deaf and Normal Children (J. Drever & M. Collins)	5-6 7-16	A. H. Baird (test materials) 33-39 Lothian Street Edinburgh, Scotland Oliver & Boyd, Ltd. (manual) 14 High Street Edinburgh, Scotland
Ontario School Ability Examination (H. Amoss)	3-15	Ryerson Press 299 Queen Street, West Toronto 2B Ontario, Canada
Non-Verbal Intelligence Tests for Deaf and Hearing Subjects (J. Th. Snidjers & N. Snidjers-Oomen)	3-16	Swets & Zeitlinger Keizergracht 471 Amsterdam-C, Holland
Nebraska Test of Learning Aptitude (M. Hiskey)	4-10	Marshall S. Hiskey 5640 Baldwin Lincoln, Nebraska 68507

Reference is made to the following tests reported as standardized on deaf children but for which in-print information could not be ascertained:

Baar, E., *Sprachfreie Entwicklungsteste*, Basel, Switzerland and New York: S. Krager, 1957

Borelli, M. and Oleron, P. *Une Nouvelle Echelle de Performance*, Paris, France: Centre de Psychologie Appliquee, 1954

DuToit, J. M., "Measuring the Intelligence of Deaf Children, A New Group Test," *American Annals of the Deaf*, 99 (Mar. 1954), 237-252.

Hayshi, S. "Intelligence Tests for the Deaf Children," *Jap. J. Educ. Psychol.* 5:96-101, 1959, Psychological Abstracts, 1959 # 6804

Kennedy, J. E., "A New Performance Scale of Cognitive Capacity for Use With Deaf Subjects," *American Annals of the Deaf*, 114 (January 1969), 2-14.

Smith, A. *Non-Verbal Performance Scale*, Ph.D. thesis, University of Michigan, Multifilm Center, Ann Arbor, Michigan, 1961

Table 2. Performance Test Scales Not Standardized on the Deaf

Test	Age Range	Publisher, Distributor
Arthur Point Scale of Performance Tests (Arthur)	Revised II 4.5-Adult	Psychological Corporation 304 East 45th Street New York, New York 10017
Leiter International Performance Scale: Arthur Adaptation (Leiter, Arthur)	2-12	C. H. Stoelting Co. 424 N. Homan Avenue Chicago, Illinois 60624
Merrill-Palmer Scale of Mental Test (Stutsman)	2-5.3	C. H. Stoelting Co. 424 N. Homan Avenue Chicago, Illinois 60624
Minnesota Preschool Scale (Goodenough, Maurer, Van Wagenen)	1.5-6	Educational Test Bureau 720 Washington Avenue, S.E. Minneapolis, Minnesota 55414
Randall's Island Performance Series (Poull, Bristol, King, Peatman)	2-4	Manual with adaptations for testing deaf children: Volta Bureau 1537 35th Street, N.W. Washington, D.C. 20007
Wechsler-Bellevue Intelligence Scale: Performance Portion (Wechsler)	10-Adult	Psychological Corporation 304 East 45th Street New York, New York 10017
Wechsler Intelligence Scale for Children: Performance Portion	5-15	Psychological Corporation 304 East 45th Street New York, New York 10017
Wechsler Preschool and Primary Scale of Intelligence: Performance Portion	4-6.6	Psychological Corporation 304 East 45th Street New York, New York 10017

Table 3. Group Tests (Paper and Pencil) Not Standardized on Deaf Children

Test	Age Range	Publisher, Distributor
Cattell Culture Fair Intelligence Test (R. B. and A. K. S. Cattell)	4-8 8-13	Bobbs-Merrill Co., Inc. 4300 W. 62nd St. Indianapolis, Indiana 46268
Chicago Non-Verbal Examination (Brown, Stein, Rohrer)	6 and over	Psychological Corporation 304 East 45th Street New York, New York 10017
Goodenough Intelligence Test (Draw-a-Man) (Goodenough)	Grades: K-3	Harcourt, Brace, & World, Inc. Tarrytown, New York 10591
Lorge-Thorndike Intelligence Tests: Non-Verbal Battery (Lorge and Thorndike)	Grades: K-1; 2-3; 4-6; 7-9; 10-12	Houghton Mifflin Co. 2 Park Street Boston, Mass. 02108
Pintner General Ability Tests: Non-Language Series (Pintner)	Grades: 4-9	Harcourt, Brace, & World, Inc. Tarrytown, New York 10591
Progressive Matrices: Standard, Revised (Raven)	6 and over	Psychological Corporation 304 East 45th Street New York, New York 10017
SRA Non-Verbal Form (McMurray and King)	12 and over	Science Research Associates, Inc. 259 East Erie Street Chicago, Illinois 60611

FLORIDA SPEECH AND HEARING ASSOCIATION

COMMITTEE REPORT

TO: Executive Council — Robert J. Harrison, Ph.D., President

FROM: Audiological Standards — Vernon Bragg, Chairman

RE: Summary of Activities

The activities of this committee actually represent the work of most of the audiologists in the state in the Florida Audiology Conference.

The following proposal, after approval by the Council will be considered by the Florida Medical Association's Committee on Hearing and then submitted to the State Board of Health.

I. THE ESTABLISHMENT OF A FULL-TIME HEARING CONSULTANT POSITION

It is recommended that a full-time person be employed as a hearing consultant to the State Health Department Hearing Conservation Program. Responsibilities would be to direct the entire program and act as liaison between the various organizations concerned in the conservation of hearing. This individual should have a Master's or a Doctor's degree in speech and hearing with the Certificate of Clinical Competence in Audiology.

II. TEST PERSONNEL

Trained audiometric technicians, operating out of the District Offices can execute the initial phase of the hearing conservation program. A short training program has been discussed favourably with audiologists representing the various universities and colleges in the state. Specific interest in a training program has been shown by representatives of the University of South Florida, University of Florida, and Florida State University, and the University of Miami. After an initial training course by each of these institutions the Hearing Consultant would be responsible for training additional personnel in the program.

III. TEST EQUIPMENT

Pure tone portable screening type of audiometers are adequate. The audiometers may either be individual or group testing units, but must conform to the American Standards Specification, (ASA Z 24.12-1952). Diagnostic audiometers should meet the specifications of ASA Z 24.5-1951. It is of particular importance that the audiometers be calibrated on the ISO-1964 norm. It is advised that group testing be performed by only trained audiometrists and that individual screening be directly supervised by trained audiometrists. Each audiometer should be calibrated at least once a year.

IV. FREQUENCIES TO BE TESTED

500, 1000, 2000, 4000, and 6000 Hz.

V. HEARING LEVELS

Screening should be done at 20 dB re: ISO-1964 for all frequencies. In the event that a particular school system might have sound conditions that meet the requirements of ASA Standard S-3, 1960, testing would be permissible at 10 dB for all frequencies.

VI. CRITERIA OF FAILURE

Failure to hear one or more of the test frequencies in either the right or left ear at the above mentioned levels constitutes a test failure. Children who fail the first test should be rescheduled for a repeat screening. Children who fail the second screening should be referred for threshold audiometric evaluation. Significant hearing losses would then be referred to an otolaryngologist for examination and disposition.

VII. CHILDREN TO BE TESTED

A. Immediate goals should be to screen and follow-up all children in grades one and three each year.

B. Ultimate goals should be to screen and follow-up kindergarten, first, second, third, fifth, eighth, and the eleventh grades each year.

C. In addition, to the above routine testing procedures, all children with speech defects, those who failed the previous year, and those suspected by the teachers of having a hearing difficulty, should be tested.

VIII. TEST ENVIRONMENT

The most quiet room in the school building should be selected for administration of the test. In the planning of future buildings, it should be taken into consideration to set aside an area for special testing rooms to be used in speech and hearing evaluation. Specifications for these rooms should meet American Standard Criteria for Background Noise in Audiometer Rooms, ASA Standard S-3, 1960.

IX. ESTABLISHMENT OF COMMUNICATIVE DISORDER TEAMS

It is proposed that consideration be given to the establishment of communication disorder teams at regional centers, designed in much the same way as the cleft palate team program. These teams designed to deal with children with severe communication disorders should involve audiologists, otologists, pediatric neurologists, pediatricians, psychologists and speech pathologists.

X. ADMINISTRATION OF PROGRAM

It is recommended that this program should be financed and administered by the Florida State Board of Health and that the Hearing Committee of the Florida Medical Association and the Committee on Audiological Standards of the Florida Speech and Hearing Association should act in an advisory capacity.